



# EXECUTIVE OFFICE

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## Hundreds of New and Improved School Buildings in Prospect for Pennsylvania

The educational landscape of Pennsylvania will be conspicuously brightened during the current school year through the provisions of the special Session of the General Assembly under the new Thompson Plan which calls for an estimated 750 new and improved school buildings. The new program which has the enthusiastic support of His Excellency, Governor George H. Earle, is aimed at two major objectives—to assist school districts heretofore unable to finance long-needed new buildings, and to provide employment for men out of work. To these important ends, the Federal Government is making an outright grant of forty-five per cent of the total costs of the new projects, and the General State Authority of Pennsylvania will sell bonds to provide the remaining fifty-five per cent. Jointly, the State and the local school districts will share in a rental plan to amortize the bonds within a period of thirty years.

### Major Provisions of the Law

Among other features of the law are the following principal provisions:

1. The new law extends the scope of The General State Authority to permit it to acquire property from school districts to erect, furnish, and equip school buildings or additions to buildings, and lease them to school districts for a period not to exceed thirty years, at a rental which will amortize The General State Authority's share of the construction cost.
2. It provides for the authorization of school districts to convey property to The General State Authority; to lease for a term not to exceed thirty years any school buildings or improvements constructed by The General State Authority.
3. The measure gives the Department of Public Instruction power, with the approval of the Governor, to join with any school district in entering into any of the contracts and leases with The General State Authority. On all such contracts, the Commonwealth will pay to The Authority the proportional parts of the rentals as agreed upon according to the true valuation per teacher of the assessable property as indicated in the following schedule:

Distressed Districts ...	70 to 100%
\$25,000 or less .....	70%
\$25,000-\$50,000 .....	60%
\$50,000-\$75,000 .....	50%
\$75,000-\$100,000 .....	40%
\$100,000-\$150,000 .....	30%
\$150,000-\$200,000 .....	20%
\$200,000 or more .....	10%

4. Appropriated to the Department of Public Instruction by the Thompson Law is the sum of \$1,000,000 or as much of that amount as may be necessary for the purpose of paying

*the Commonwealth's share of rentals for public school buildings and improvements constructed or improved by the Plan, and any expense of the Department in the administration of any laws.*

### Regional Educational County Planning Conferences Held

Under existing law (Act 157:1937) new school buildings and new school sites for both elementary and secondary schools must be planned as a part of a permanent county-wide system. Accordingly, the sites and buildings which are to be a part of the Thompson Plan will of necessity be the result of careful study and deliberation by the county boards of school directors and the county superintendents. This calls for regional planning, a process which has been facilitated by the Department of Public Instruction through a series of regional conferences held during the latter part of August at the following centers:

**Huntingdon .Court House . . . . . August 15**  
**Pittsburgh . . . . . Schenley High School . . . . . August 16**  
**Franklin . . . . . Senior High School . August 17**  
**Emporium . . . . . Senior High School . August 18**  
**Williamsport . . . . . Senior High School . August 19**  
**Norristown . . . . . Senior High School . August 23**  
**Allentown . . . . . Senior High School . August 24**  
**Seranton . . . . . Court House . . . . . August 25**  
**Harrisburg . . . . . Forum, Education Building . . . . . August 26**

Members of the county boards and county superintendents attended these conferences and discussed problems with representatives of the Department incident to planning for their schools and their tentative and final county plans.

### Further Assistance by the State Department

In addition to these regional conferences, which dealt with problems relating to finance, taxation, bond limitations, attendance areas, reorganization of administrative units, and the like, the Department of Public Instruction issued letters of instruction to superintendents, abstracts of the new laws, various forms for reporting reorganization, and petition for approval of building plans and school sites.

Two other circulars of information were also placed in the hands of superintendents: "Guiding Principles, Standards, and Regulations in Merging School Districts," and "A Statement of Policy for Determining Secondary School Attendance Areas and School Units."

### Department Staff Supplemented

September 30 has been set by the Federal Government as the deadline for the approval of plans under the Thompson Law. The vast number of school boards and representatives which visited the Department of Public Instruction to present plans for building projects and to confer regarding county-wide planning made it necessary to add a supplemental staff

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## Emergency Staff Assists Department in Vast School Building Program

### Deadline for Approvals, September 30

The development and approval of approximately 750 school building plans as contemplated under the new Thompson Law required an emergency staff of technical advisers and assistants in the Department of Public Instruction. Applications began pouring into the Department from school districts in every part of the State about the middle of August and continued for several weeks. While a great part of the routine activities in connection with these new projects were handled through regular, appropriate divisions in the Department, additional personnel was required for approximately one month in order that the work may be speeded up to meet the deadline of September 30.

### Emergency Advisory Committee

Heading up the staff that directed and supervised the required procedures was an Emergency Building Plans Advisory Committee, composed of Dr. Hubert C. Eicher, Chief of the Division of School Plants in the Department of Public Instruction, as Chairman. He served as consultant in the program. Assisting him in this responsibility, was Major William H. Gravell, of Philadelphia, who served as administrator and supervising engineer. Major Gravell, formerly P.W.A. administrator for Pennsylvania, is a distinguished engineer with some thirty years' experience in the design and construction of school buildings. Supervising architect on the Advisory Committee, was Professor Lewis F. Pilcher, Lancaster, former head of the Department of Architecture of Pennsylvania State College, and more recently a member of the State Planning Board. Theodore A. Chapman, Philadelphia, acted as Executive Secretary. Three chief examiners of building plans and three assistant examiners cooperated with these technical supervisors in assisting school boards in the improvement of their new building projects.

### Regular Division Staffs Augmented

In view of the increased responsibilities imposed upon the Divisions of School Business, School Consolidation, and Instruction, the staffs of these regular units were augmented to meet the new demands. To aid school boards in planning budgets in accordance with the requirements of new buildings, the Department engaged Preston O. VanNess, Executive Secretary of the State School Directors' Association. The services of J. S. Champion, Allegheny County Supervisor of Vocational Education, were likewise secured for this purpose.

Fundamental to the new building program are problems relating to transportation of pupils and consolidation of districts. To accommodate this need, Dr. Lee L. Driver, who for almost a score of years was Chief of the Division of Consolidation in the Department, was secured. Doctor Driver is a nationally known authority on problems relating to rural education and school mergers. Another new adviser invited to consult with school boards on consolidation problems, was Charles E.

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## EXECUTIVE OFFICE—Continued

### Hundreds New and Improved School Buildings

(Continued from page 1)

to assist in the work during August and September. The augmented personnel includes architectural supervisors and engineers, county planning counselors, school business experts, elementary and secondary education advisers, and other specialists in the various services involved in the construction program.

#### Answer to a Long-felt Need

School folks and laymen interested in the improvement of our school facilities feel that the Thompson Plan holds possibilities for the solution of school building problems. For years, one of the major handicaps in the development of the modern educational program has been the inadequacy of school buildings due to the inability of districts to find available funds for capital outlay. The new laws are directed toward a solution, at least in part, of this crucial problem.

#### Specific Needs Cited

The extension of our vocational education program, as well as our pre-school, adult, and special education activities, require school facilities beyond those now available. Other immediate educational needs which require additional building facilities are the anticipated increase in secondary school enrolment due to the advancement of the attendance age from sixteen to eighteen years, the emphasis on higher requirements for admission to the professions and other occupations, and the general extension of the secondary school program to meet the wide variety of needs and interests of older youth in school.

The principal benefits of a measure such as the Thompson Plan will inevitably accrue to the school communities, as well as to the children, youth, and adults of the Commonwealth. The degree to which such benefits may be made available to our folks throughout the State will depend in a great measure upon the interest, attitude, and cooperation of educational officials and leaders in the field.

#### Procedure for School Officials in Making Application

##### Approval by County Board Of School Directors

According to present laws, school districts under the supervision of county superintendents must have their proposed building program approved by the county board of school directors. Before such programs are formulated, evidence must be presented of the need of new buildings. The county board, therefore, submitted to the Department of Public Instruction their tentative COUNTY PLAN prior to September 1, 1938. The Department approved the projects of the several school districts on the basis of this plan.

##### School Program Studied

In cooperation with the Department of Public Instruction, school officials may develop such vital aspects of the new building program as the educational organization of the school system, the program of studies, the room schedule, the financial program, and preliminary plans of the construction.

As an initial step a conference of the superintendent or supervising principal, school board or a presentative committee, and architect or engineer was held with the Department on the above items. The value of this preliminary conference is inestimable.

### EDUCATION CONGRESS LUNCHEON

October 5, 1938

The luncheon, in connection with the Education Congress, will be held October 5, 1938, at 12:30 P. M., in the ballroom of the Penn-Harris Hotel. An unusual program has been planned by the committee, and from all accounts the luncheon this year will not only be challenging from the professional point of view but also stimulating from the point of view of the present economic factors involved in the matter of supporting adequate educational programs.

Dr. Lester K. Ade will preside as toastmaster, and Honorable George H. Earle, Governor of the Commonwealth, will extend greetings at the Congress Luncheon. Addresses will be given by Dr. Robert Murray Haig, Professor of Political Economy, Columbia University, New York City; Dr. Philip W. L. Cox, Professor of Secondary Education, New York University, and Dr. Ernest O. Melby, Dean, School of Education, Northwestern University.

Because of the limited seating capacity, it has been suggested that reservations be made in advance. Tickets are available through Dr. Henry Klonower, Director, Teacher Education and Certification, Department of Public Instruction, Room 202, Education Building.

#### Preliminary Plans Prepared by Registered Architect or Engineer

Preliminary plans were prepared by a duly registered architect or engineer. The plans included an application for the construction of the project with the breakdown of estimated costs. Assistance in the preparation of these forms was obtained from the Public Works Administration.

#### Approval of State Agencies

When the plans were thus completed, they were submitted to the Department of Public Instruction for approval. The approval of other agencies having jurisdiction in connection with the program was likewise secured. The architect or engineer who assisted in developing the plans, was then responsible to secure proper approval from the State Art Commission, the Department of Labor and Industry, and the Department of Health.

#### Public Works Administration Final Approval Authority

At this point the plans were ready to be submitted together with the application to the General State Authority. This was likewise a responsibility of the architect or engineer. The General State Authority then proceeded to file the application with the Public Works Administration, which was the final approving authority.



### Education Congress To Open October 4

Facing the theme, "Paramount Issues in Public Education," the Annual Education Congress will convene in Harrisburg on October 4th for a two-day meeting. The Congress this year will comprise three general sessions in the Education Building and a luncheon meeting in the Penn-Harris Hotel.

The speakers for the occasion include the Honorable George H. Earle, Governor of the Commonwealth of Pennsylvania; Dr. Lester K. Ade, Superintendent of Public Instruction; Dr. I. Newton Edwards, Professor of School Administration, University of Chicago; Dr. J. Frank Faust, President, Pennsylvania State Education Association; Dr. Ernest O. Melby, Dean, School of Education, Northwestern University; Dr. Philip W. L. Cox, Professor of Secondary Education, New York University; Dr. Robert Murray Haig, Professor of Political Economy, Columbia University, New York City.

As in previous years, the addresses and discussions of the Conference will be devoted to educational problems of current interest. Among the topics listed for presentation and discussion are the following:

- Consolidating the Gains in Education
- Improving the Educational System Through Better Financing
- Financial Problems Affecting Pennsylvania's Program
- What the Pennsylvania Education Association Study Reveals
- Coordinating Community Educational Forces
- The Education of Adults
- What Lies Ahead in Secondary Education

Following the major addresses of the three general sessions, which will be held Tuesday and Wednesday, there will be open discussion of problems relating to the topic under consideration.

### Emergency Staff Assists Department

(Continued from page 1)

Boehm, Assistant County Superintendent of Bucks County.

#### Type of Instruction Considered in Plans

In formulating the plans for new buildings, recognition has been given to the type of instruction to be offered in the schools. Additional personnel were engaged to relieve the Bureau of Instruction of much of the extra responsibility entailed by the many new applications that will be presented during the next few weeks. To this end, Professor George Gould, of the University of Pittsburgh, was invited to join the Emergency Staff: Professor Gould served as Educational Adviser on the Educational Costs Survey Committee in 1936. Another educator who assisted on the Staff, was T. Bayard Beatty, Principal of the Radnor Township High School, Wayne, Pennsylvania. David J. Keener, formerly Superintendent of Schools at Waynesboro, was likewise added to the Staff as Adviser on Curriculum Problems involved in this large building program.

#### Other Special Services for School Officials

Other extra help secured to expedite the clearing, examination, and approval of the numerous building plans included an Administrative Assistant, O. H. English, Supervising Principal of Freeport, Pennsylvania. He coordinated the activities of the several units in their efforts to provide efficient service for school directors and other school officials who required assistance in the development of their new school building plans. Also invited to assist in expediting the procedures, was Dr. Blair E. Daniels, Supervising Principal of Ardmore. Special Legal Adviser for the projects was Roman S. Grubb, Esq., of West Chester.



## EXECUTIVE OFFICE—Continued

Noted Americans Born  
in October

October is replete with anniversaries of famous Americans. Scattered through the thirty-one days of this autumn month are the anniversaries of more than a score of noted statesmen, men of letters, and others who have enhanced the history and reputation of our nation. Four have served as Presidents of the United States, and five of the names are recorded in the National Hall of Fame in New York.

## Statesmen Predominate

At least a dozen of the events and anniversaries relate to Presidents, distinguished Congressmen, and others who have directly served the political evolution of America. Rutherford B. Hayes, born on October 4; Chester A. Arthur, born on October 5; Theodore Roosevelt, born on October 27, and John Adams, born on October 30, are the four who have been Presidents of the United States.

It was also in October that such notable men as William Penn, the founder of Pennsylvania, and Casimir Pulaski, fiery patriot of the American Revolution, were born—the latter on October 11, and the former on October 24. Moreover, it was on October 12 that Columbus discovered America; it was on October 18 that the United States acquired Alaska from Russia; it was on October 27, 1775, that the Continental Congress established Merchant Ships as the foundation of an American Navy; on this same date falls the annual celebration of Americanization Day; it was on October 28 that the Statue of Liberty was unveiled on Bedloe's Island in 1866, and it was on October 28, 1733, that the Freedom of the Press in the United States was first guaranteed.

## Men of Letters

A half-dozen of the famous names in the annals of the month contributed to America's literary endowment. The birthday anniversary of the historian, George Bancroft, is celebrated on October 3; the birth of Jonathan Edwards, early New England Author and Preacher, on October 5; James Whitcomb Riley, popular poet of homely life, October 7; the great American poet, Vergil, on October 15; Noah Webster, who won fame as a lexicographer, on October 16, and Francis A. March, Pennsylvania Author and Educator, October 25.

## Five in the National Hall of Fame

Of the score of celebrated names in October anniversaries, five appear in the Hall of Fame for great Americans, which was established in New York at the turn of the Century. Selected by a standing committee of one hundred contemporary Americans, the names in this great Hall represent Americans who have made an outstanding and significant contribution to the progress of the nation. To date there are approximately seventy-five names in the Hall. Among these are five whose birthdays occur in October: Rufus Choate, distinguished orator and Congressman, born October 1, 1799, is one; George Bancroft, mentioned above, is another; Jonathan Edwards, a third; William Penn, a fourth, and John Adams a fifth member of the Hall of Fame.

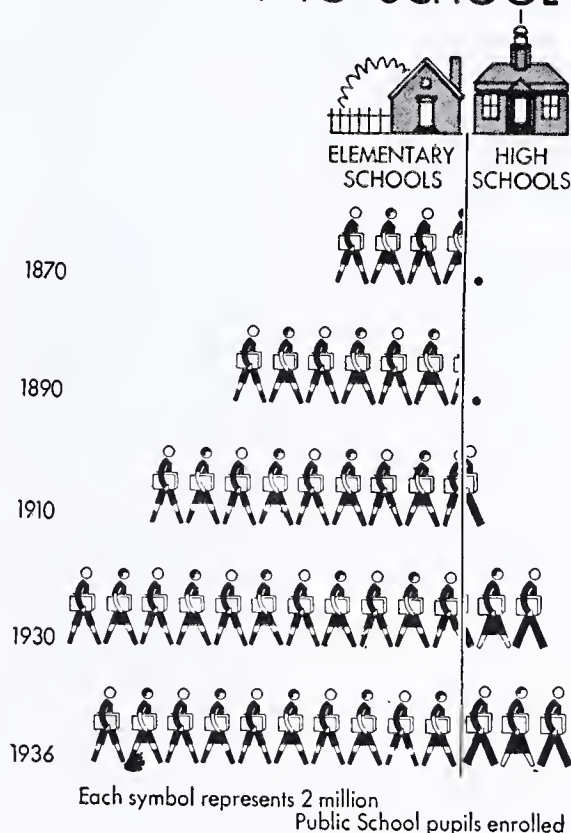
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30,000,000 Go To  
School

During the past three months, statisticians from the Office of Education visited State departments of education to cooperate and assist in revising record and reporting systems. Many states are endeavoring to bring such records into more uniformity with the recommendations of the national committee on uniform records and reports, and with the revised form used for the report made biennially by the State Department of Education to the Office of Education.

From records in the several states the following educational statistics have been compiled:

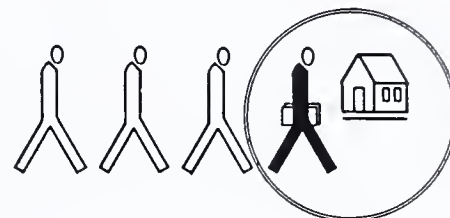
## THEY WENT TO SCHOOL



## United States Totals, 1935-1936

Elementary:		Enrolment
Public	20,477,964	
Private	2,271,387	
Total	22,749,351	
Secondary:		
Public	6,016,883	
Private	415,131	
Total	6,432,014	
Higher Education:		
Public	614,131	
Private	594,096	
Total	1,208,227	
Other:		
Federal Schools for Indians	24,205	
Private Commercial and Business Schools	76,240	
Nurse Training Schools	72,751	
Grand Total	30,562,788	

ONE OUT OF EVERY FOUR PERSONS  
GOES TO SCHOOL TODAY



Full time enrolment

The enrolments on the elementary level have decreased from 23,262,371 in 1933-34, but those on the secondary level have increased from 6,096,488, and on the higher education level from 1,055,360. The comparable grand total has increased from 30,484,129 in 1933-1934.

## Teachers

The number of teachers at all levels of education in 1935-1936 was 1,067,483, increased from 1,018,522 in 1933-1934. The number of men increased from 242,005 to 265,355 and the number of women from 776,517 to 802,128.

## Graduates

In 1935-1936 the schools and colleges graduated 1,015,345 students from secondary schools and 143,125 from colleges. These are increases from the 914,853 secondary school and 136,156 college graduates in 1933-1934. The college graduates include only first degrees, not masters' and doctors' degrees.

AMERICAN PUBLIC EDUCATION  
SHOULD BE MADE  
EFFECTIVELY FREE

The ideal of equality of opportunity through education has not yet been fully realized because in many areas and at certain levels education is not effectively free. The realization of the ideal waits upon the removal of all barriers, whether economic or social, which result in a denial of educational opportunity to those whose continued education is clearly indicated as desirable to society and to the individual on the basis of his ability, ambition, and character.

Effectively free education involves, in addition to free tuition, the provision of books and educational supplies; in many cases, of transportation; and in some cases, of maintenance grants necessitated by the low income of the family group from which the pupil comes.

## Annual Education Congress

October 4 and 5  
Education Building  
Harrisburg, Pennsylvania  
Opening Session Begins at 10 a. m.  
Tuesday, October 4



EXECUTIVE OFFICE—Continued

ELEMENTS OF A PHILOSOPHY OF EDUCATION\*

The philosophy of modern education is characterized by an activity, freedom, and joy in work.

The schools of today are conducting their programs in this modern spirit and many evaluate their activities on the basis of the following suggestive elements of the new philosophy:

1. Creative emphasis
2. Principle of integration
3. Remaking the individual through experience
4. Freeing creative capacity and social goals
5. Building one's own philosophy
6. Recognition of actual conditions of society
7. Building an ideology on our individual civilization
8. Mutual bearing of work and leisure
9. Teaching youth to be critical of social practices and values
10. Continuous all-around development from childhood to old age
11. Development of wholesome, balanced, integrated personality adjusted to life
12. Living as education
13. Utilizing the social forces such as home, church, cinema, radio
14. Combining individual with social welfare
15. Interaction between environment and individual
16. Effective membership in family, community, state, nation, world
17. Activities in harmony with abilities, needs, capacities
18. Scientific approach (open-mindedness, free thinking)
19. Self-reliance and tolerance
20. Cravings for better social practices
21. Continuous regeneration of society
22. Curriculum based on needs, interest, and abilities
23. Emotional balance and mutual stability
24. Esthetic appreciation
25. Freedom to discover truth
26. Organization of learning elements into units
27. Learner's participation in determining the kind of education he needs
28. Permitting the learner to come to grips with life
29. Establishing longings and techniques for continued learning
30. Content of learning growing out of environment
31. Use of large projects taken from real life
32. Mastering a practical field of interest
33. Teachers free from provocation and partisanship
34. Teachers with world outlook
35. Teachers with broad sympathies

\* Compiled from "An Approach to a Working Philosophy of Education for Pennsylvania," by Dr. Lester K. Ade, Superintendent of Public Instruction.

81 Assistant County Superintendents Begin New Terms

19 New Faces Appear in Group Following Quadrennial Appointments

Following the election of county superintendents by the various county associations of school directors in the State, the first consideration of the new incumbents was the appointment of their assistants. Under the school laws of Pennsylvania, county superintendents are authorized to name their assistants, for election by the County Association of School Directors. In this prerogative they are limited, however, to the appointment of only one assistant for the first 550 teachers under their supervision, and an additional assistant for each 500 above that number. The maximum number of assistants in any county cannot exceed five.

The number of assistant county superintendents has increased by only one over the past four-year period. Blair County has increased its number of teachers sufficiently to warrant the appointment of an assistant for the first time this year.

Assistant County Superintendents for 1938-1942

Following is a list of the newly appointed assistant county superintendents for the four-year period from July 4, 1938, to July 6, 1942. Those marked with an asterisk are new appointees. The others have been continued in office from the previous term.

County	Superintendent	Address
Adams	Marsby C. Little	Gettysburg, R. D. 3
Allegheny	Frank H. Remaley	345 Co. Off. Bldg., Pittsburgh
	Ernest C. Noyes	345 Co. Off. Bldg., Pittsburgh
	C. W. Peters	345 Co. Off. Bldg., Pittsburgh
	*Alfred W. Beattie	345 Co. Off. Bldg., Pittsburgh
	*John C. Werner	345 Co. Off. Bldg., Pittsburgh
Armstrong	James L. Hazlett	Kittanning
Beaver	Frank A. Barkley	Baden
Bedford	Harry D. Metzger	Bedford
Berks	Newton W. Geiss	Oley
	Richard M. Moll	Robesonia
†Blair	†J. E. Butts	†Martinsburg
Bradford	Norman E. Aten	Towanda
Bucks	Albert C. Rutter	Perkasie
	Charles H. Boehm	Morrisville
Butler	Calvin Hogg	Slippery Rock
Cambria	Sarah Jones	Johnstown
	Clara M. Shryock	Wilmore
	*Daniel L. Auchenbach	Johnstown
Carbon	Nan R. Jenkins	Nesquehoning
Centre	Lewis R. Lenhart	Bellefonte
Chester	Webster C. Herzog	West Chester
	Boyd A. Jarrett	West Chester
Clarion	*Alfred A. Murphy	Rimersburg
Clearfield	D. A. Yingling	Clearfield
Clinton	Betty Baird	Lock Haven
Columbia	Ida M. Walter	Catawissa
Crawford	C. F. Adamson	Meadville
Cumberland	J. Paul Burkhardt	Carlisle
Dauphin	W. R. Zimmerman	Harrisburg
Delaware	George E. Croyle	Media
	Paris B. Andes	Media
Elk	D. R. Thompson	Ridgway
Erie	*Maurice E. Kolpien	Wesleyville
Fayette	*George W. Dumbauld	Uniontown
	*Andrew J. McMullen	Markleysburg
	*A. W. Moats	Fairchance
Franklin	Thomas W. Smith	Chambersburg, R. D. 1
Greene	*Kent Kelley	Waynesburg
Huntingdon	Frank Magill	Huntingdon
Indiana	D. D. Patterson	Indiana
	J. E. Weaver	Indiana
Jefferson	Horace A. Mooney	Brookville
Lackawanna	Robert M. Northup	Seranton
Lancaster	D. W. Geist	Blue Ball
	Reeder L. Eshleman	Millersville
Lawrence	R. F. Conway	New Castle
Lebanon	Reuben F. Longacre	Lebanon
Lehigh	Hobart A. Farber	Allentown
Luzerne	P. T. Kane	Kingston
	Wesley E. Davies	Kingston
	Eugene S. Teter	West Hazleton
	*Rexford J. Noack	Forty Fort
Lycoming	Clarence H. McConnel	Montoursville

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EXECUTIVE OFFICE—Concluded

THE PUBLIC AND THE SCHOOLS

One thinks of free speech as a boon only when it is denied him. Something of this is part of the public's thinking with respect to its schools. An American community without public schools is an inconceivable concept to our people. Not only must there be schools, but they must be of the best. Yet, how vigorously have we as citizens fought to maintain educational standards? For the most part, we have relaxed and permitted the school teachers to do the bickering for us. Time and again, teacher organizations have appeared before the Legislature and boards of education, opposing curtailment. In the main, their efforts have met with success. The public consequently has manifested a marked willingness to accept the maintenance of educational standards as the educator's prime responsibility. Despite this, whispering voices in many communities have bruited around the information that the professional school employees are interested only in salary and tenure laws, hence their aggressiveness.

As a matter of blunt fact, the teachers have had to organize and fight for decent living standards because the citizens in many localities did not, of their own volition, move to safeguard the welfare of the teacher. Too little have we appreciated how deeply interwoven are the security and welfare of teacher and pupil.

—Public Education and Child Labor Association of Pennsylvania

National Education Association Membership Nears 200,000

Pennsylvania Has Largest Number of 100 Per Cent Schools

An index of the sweeping expansion of education service in America may be seen in the ever-increasing membership of teachers in the National Education Association. Of the total number of the 935,840 teachers employed in the United States and possessions, 195,605, or twenty-one per cent, are members of the National Education Association in a new all-time record. This number represents 14,377 more than belonged in 1937 and 11,211 more than during the former peak year of 1932, when the enrolment reached 184,394.

Pennsylvania Teachers in the NEA

Of Pennsylvania's 63,757 teachers, 21,097, or approximately thirty-three per cent, are members of the National Education Association. During the six years prior to 1938, Pennsylvania held first place in size of National Education Association membership. At the present time Pennsylvania stands second, Ohio third with a membership of 17,237, California fourth with 17,099, and Illinois fifth with 11,459. New York holds the largest membership this year of the eight cities in America, having more than 2,000 members. Two are in Pennsylvania, namely, Philadelphia with 2,325 and Pittsburgh with 2,299. Pennsylvania holds first place among states having the largest number of 100 per cent membership schools. Under this classification, Pennsylvania has 866, 100 per cent schools, Ohio 771, Illinois 395, California 367, New York 310, Indiana 305, and Missouri 256.

Four Counties Have 100 Per Cent Enrolment

Four of Pennsylvania's counties have 100 per cent membership, they are: Berks, Pike, Snyder, and Tioga.

THEODORE ROOSEVELT

Born October 27, 1858

The best world citizen is the man who is first and foremost a good citizen of his own country.

Hit the line hard; don't foul and don't shirk, but hit the line hard.

Everything is un-American that tends either to government by a plutocracy or government by a mob.

Our greatest statesmen have always been those who believed in the Nation.

Do your work, do it up to the hundle, then play when you have time, and if you are worth anything, enjoy that, too.

One feature of honesty and common sense combined is never to promise what you do not think you can perform, and then never fail to perform what you have promised.

Rich man and poor man must feel alike that on the one hand they are protected by the law, and that on the other they are responsible to the law.

Each of us has not only his duty to himself, his family, and his neighbors, but his duty to the State and to the Nation.

Remember that every man at times stumbles and must be helped up. You can help him in but one way—help him to help himself.

Only those are fit to live who do not fear to die.

One thing we cannot afford to neglect is the problem of turning out good citizens.

Service is the true test by which a man's worth should be judged.

Every one who thinks, knows that the only way in which any problem was ever solved was by constant and persistent effort.

Virtue by itself is not enough, or anything like enough. Strength must be added to it, and the determination to use that strength.

Education shall be an education not only of the mind, but also of the soul and body.

Let the watchwords of our people be the old familiar watchwords of honesty, decency, fair-dealing and common sense.

There must be no sagging back in the fight for Americanism.

81 Assistant County Superintendents

(Continued from page 4)

County	Superintendent	Address
McKean	R. P. Barnhart	Mt. Jewett
Mercer	*John B. Cutler	Sharpsville
Mifflin	Wesley J. Fisher	Lewistown
Monroe	Nathan G. Meyer	East Stroudsburg
Montgomery	Abby Wager	Norristown
	M. Wesley Detwiler	Norristown
Northampton	Robert N. Taylor	Hellertown
Northumberland	John B. Boyer	Herndon, R. D. 1
Perry	Albert E. Deckard	New Bloomfield
Potter	Paul H. Conner	Coudersport
Schuylkill	James D. Toole	Minersville
	Arthur H. Henninger	Pinegrove
Snyder	Arthur M. Felker	Beavertown
Somerset	Merle R. Schrock	Berlin, R. D. 1
	*Clarence C. Shaffer	Confluence
Susquehanna	Wayne C. Webster	Montrose
Tioga	*Walter W. Swimley	Knoxville
Venango	*Sheridan H. Harlan	Franklin
Warren	*W. J. Summerville	Tidioute
Washington	*S. V. Kimberland	Washington
	William G. Burkett	Canonsburg, R. D. 1
Wayne	H. B. Ammerman	Honesdale
Westmoreland	John H. Elliott	Greensburg
	James Hughes	Greensburg
	S. C. Wallace	Greensburg
York	*Scott W. Knaub	Manchester
	*Harry W. Shenk	Dallastown

NEW NATIONAL YOUTH ADMINISTRATION HEADQUARTERS

The Washington headquarters of the National Youth Administration have been moved to the fifth floor of the building at 916 G Street, N. W. Need for increased space has made the change necessary.

\* Newly appointed Assistant County Superintendents.  
† Blair County did not have an assistant last year.





# ADMINISTRATION and FINANCE

**DONALD P. DAVIS, M.A., Ph.D.**

*Director, Bureau Administration and Finance*

**CARL D. MORNEWECK, M.S., Ph.D.**

*Assistant Director, Bureau Administration and Finance*



## School Boards Plan for Reorganization of Districts and for Survey of Facilities

Two Acts of the General Assembly of 1937 contain provisions which are closely related and which are being carried out simultaneously in the school districts of the Commonwealth. One of these is a portion of Act 157, and the other is Act 489, both passed by the General Assembly in 1937.

### Two Laws Closely Related

The former of these laws provides that the County Board of School Directors shall prepare plans for the merger of the school districts employing no teachers and of those districts employing ten teachers or fewer as of the year 1937. The implication of the law is to the effect that the County Board will set up a plan for the reorganization of all school districts and attendance areas under the supervision of the County Superintendent. The latter of these Acts (489) provides for the establishment of each school district as a separate political sub-division to be known as a vocational school district with the implication that all districts under the supervision of the County Superintendent shall constitute one vocational district. From the nature of these provisions appear advantages that the reorganization study and the vocational education survey should be carried on together.

### Planning for Vocational Education

Many county boards of school directors have already taken the necessary steps concerning these reorganizations. A few county boards have given some thought to the survey to determine the specific vocational needs. This survey should include not only a study of the vocational needs of pupils, but also a study of the general secondary school situation. Such a survey should include the occupational choices of children, locations of secondary schools and their attendance areas, trends in enrolments, graduates, per cent of pupils taking various subjects, finance, transportation, present secondary school facilities, and a plan whereby all children of the county will be given opportunities for a secondary school preparation which are suited to their various abilities, needs, and capacities. One of the questions which is to be determined by the survey is the policy of the county board concerning the establishment of one or more county vocational schools or the possibility of developing present vocational departments and the promotion of new departments.

### Convenient Forms Provided by Department

Anticipating the interest which county boards will show in a study of vocational needs, the Department of Public Instruction has prepared a series of forms and suggestive procedures to be used in carrying on such studies. Any county board, county superintendent or district superintendent interested in this type study should communicate with the Department of Public Instruction.

## Our New School Attendance Laws

**DR. CARL D. MORNEWECK**

*Chief, Division of Child Accounting and Research*

### Increased Attendance Age

The chief provisions of the law dealing with the increase of the limits of required school ages seems, in general, to be functioning very satisfactorily with occasional protests from the field centered largely in rural areas. This is partially due to the fact that farm and domestic service permits are no longer issued to persons fourteen years of age, the law having limited the age to fifteen years in accordance with the provisions of Act 478. Most school districts are making very conscientious efforts to meet the needs, interests, and capacities of the additional pupils to be in school. As much cannot be said for the provisions for those pupils living two or more miles from the nearest school to which they are eligible. This is not necessarily a factor for consideration in new legislation as Act 157 in conjunction with Act 478 and Act 141 provide the legal machinery necessary to carry this through.

### Enumeration of Aliens and Illiterates

School districts are making the necessary provision for the enumeration of aliens and illiterates. Philadelphia and Pittsburgh are being presented with serious problems due to the greater proportion of these individuals in highly urbanized and industrial centers.

### Some Suggested Improvements

#### *Eliminate Duplicate Enumerations*

In connection with the provisions of Act 478 for the enumeration of aliens and illiterates in 1938, 1940, and every five years thereafter, it is evident that in every alternate five-year period in the future there will be a duplication in the census conducted by the State and that conducted by the Federal Government. It appears like duplication of effort to have two separate groups enumerating the same year; likewise, certain homes will be reluctant to give duplicate information to the second enumerator whether he be a State or Federal official. Thought should, therefore, be given to the smooth functioning of this activity in 1940 and every decade thereafter.

#### *Provide for Costs of Proceedings of Enforcement*

An obstacle has cropped up in connection with Section 1429 of the School Laws dealing with the costs of proceedings in connection with the enforcement of the Attendance Law. This Section provides discretionary provisions for the payment of the costs by the board of school directors in case the costs cannot be collected from the offending person. Justices of the Peace are demanding their fees and many of the localities where the Act needs to be enforced most are not giving their wholehearted support because they state that the district is already in bad financial straits and that they are not running the risk of spending further funds.

## On the Quality and Cost of Consolidation and Transportation

**RAYMOND W. ROBINSON**

*Chief, Division of Transportation and Consolidation*

The force of recent legislation, so far as transportation is concerned, will be felt in the following major areas:

### A. QUALITY OF TRANSPORTATION

The quality of transportation service will be improved as the provisions of Acts 447 and 483 become effective. Act 447 defines the school bus setup; specifications and regulations for new equipment; limits the use of old equipment; and gives the Secretary of Highways authority to enforce regulations not inconsistent with the Act.

#### **Inspection**

The motor vehicle code was further amended to require the Secretary of Highways to issue a certificate of school bus inspection and to require the owner of all transportation vehicles to present his bus for inspection. Act 483 amends Section 1404 of the School Laws to provide that all vehicles purchased and placed in use after July 1, 1937, shall conform to standards prescribed by the State Council of Education.

#### **Standards**

In accordance with the provisions of the Legislature as outlined above, standards, rules, and regulations have been adopted by the State Council of Education and made effective during the school year 1938-1939. These standards harmonize the legislative enactments by the Department of Highways, Public Utility Commission, and the Department of Public Instruction. It is our feeling that the standards, as adopted, place Pennsylvania in the front rank among the twenty-three states which now have controlled regulatory measures pertaining to transportation.

#### **Additional Legislation Needed**

However, there are two distinct legislative needs in this field; additional authority and provision for insurance. Additional authority should be given to the State Council of Education to promulgate standards other than those which apply to vehicles. The carrying of liability and property damage insurance by Boards of School Directors on district-owned equipment should be made possible.

### B. QUANTITY OF TRANSPORTATION

Quantity of transportation will be very definitely increased through the provisions of Act 478 which raises the compulsory school

*(Continued on page 7, column 1)*



# ADMINISTRATION AND FINANCE—Concluded

## On the Quality and Cost of Consolidation and Transportation

(Continued from page 6)

age to eighteen, and requires that all children residing two miles or more from a school shall be transported at public expense.

In this connection there is a need for legislation which establishes a reliable measure of the need for transportation. At present need is measured by different sets of criteria as follows:

### Distance and Grade Level

Distance (1½ miles; grade school) elementary and junior high schools determines the need in case of transportation to consolidated schools and from closed schools.

### Distance, Age, and Class of District

Distance (two miles) age (under sixteen) and class of district (fourth class) in the case of all other transportation. New legislation sets two miles as the maximum walking distance. In our opinion this discrepancy between the 1½ miles which applies in the case of consolidated and closed schools and the two-mile limit which applies in all other cases after 1939, should be corrected by an amendment to the law.

Also there is a need for some technique to insure that the State will not be required to pay its share of the cost for transportation furnished within the legal walking distance. Serious consideration should be given to the danger element involved in walking along heavily traveled highways, as a valid reason for providing transportation.

## C. COSTS OF TRANSPORTATION

The cost of transportation service will be greatly increased particularly to the State. New schedules of reimbursement provided for in recent legislation increase the number of classification groups from three to eight and by tending to equalize the cost of transportation in accordance with the ability of the district to pay.

Legislation needs in this area may be summarized as follows: The maximum amount of reimbursement which a district may receive should not be frozen at \$8,000, since this in many cases will prove an obstacle in the merging of small districts into larger administrative units.

### Equalization Principle

The inherent weakness of our whole system of State reimbursement applies to the field of transportation with equal force, and should be corrected by the application of the equalization principle.

## D. CONSOLIDATION OF SCHOOLS

The consolidation of schools will be affected very largely by the provision of Act 157 which provides for two types of reorganization: external and internal. The external organization of school districts through the merging of small districts into larger administrative districts. The internal reorganization resulting in the relocation of attendance areas both elementary and secondary.

While the provision of this Act will ultimately serve as an impetus to consolidation, the immediate effect will be to slow up the process pending the reorganization of districts mentioned above. In this connection Act 157

## SOME QUESTIONS ON LAWS AFFECTING SPECIAL EDUCATION

DR. T. ERNEST NEWLAND  
Chief, Division Special Education

*Can school districts obtain financial assistance from the State for the transportation of its mentally or physically handicapped children to special classes?*

Yes, if the special class is approved by the State Council of Education and if the children belong in that class. If any school district provides such transportation, either within itself or to an approved class in another district, it will be reimbursed by the State for from fifty to seventy-five per cent of such transportation costs, depending upon the per-teacher valuation of the sending district, provided the State's share of such transportation costs shall not exceed one dollar per day in school attendance per child. For such transportation provided after July, 1939, the amount of State reimbursement will vary from fifty to ninety per cent of the cost, depending upon the per-teacher valuation of the district. This provision applies either in the case of only one such child or in the case of a number of children in a larger district.

*What can be done if a handicapped child can not be transported to an approved special class?*

One school district may, with the permission of the receiving district, send a handicapped child to an approved special class in another district, paying the proper tuition for him. If the distance between the districts is too great to justify transporting the child, and if the district sending the child pays for the board and room of that child in that borough, town, or city, the State will reimburse the sending district for such board and room on the basis of not more than one dollar per day of attendance at school nor more than five dollars in any one week.

The legal basis for the answers to these questions is Sections 1406 and 1413 of the School Laws of Pennsylvania, as amended in July, 1937.

needs refinement. At present the Act places a severe penalty upon many districts which would merge into larger districts if such penalty were not imposed. Also, in many cases, the merging of districts would result in the creation of third class districts which is bitterly opposed by most county superintendents. A third negative factor is the recently enacted tuition law which makes it more advantageous and makes districts able to retain their own identity.

### Present Needs for New Legislation

The basic needs for legislation in this area are:

1. Equalization of assessments
2. Uniform tax rate for all districts
3. Definition of teaching units, both elementary and secondary
4. Increase population base for third class districts
5. Assurance that the \$200 subsidies for closed schools shall be used for the purpose intended
6. \$200 subsidy for closed schools applied to townships or districts of third class
7. Reliable measures of cost of transportation

## NATIONAL YOUTH CONGRESS

Representatives from Fifty-two Countries  
Attend Annual Meeting at  
Vassar College

Over 500 youth from fifty-two nations of the world gathered at Vassar College during the third week in August for the second World Youth Congress, under the auspices of a committee of patrons who are known internationally for their work in behalf of international amity. They represent every quarter of the globe including the United States, Europe, Asia, South America, and Australia. Interpreters were available to assist in the lines of communication during the Congress. Many of the delegates were attired in native garb. In order that there should be a reasonable balance among the delegations, the United States limited its delegates to fifty.

### Topics

The principal topics considered by the Congress were political and economic bases of peace, and the economical and cultural status of youth. The principal emphasis, however, in practically all the deliberations of the Congress was given to the problems of peace and the projects of peace education and action.

### Peace

In their efforts to promote peace, the delegates discussed such topics as the following: Is world disarmament essential to lasting peace? Have nations any obligation to cooperate in maintaining peace, even though their immediate interests are not threatened? What immediate steps can be taken by international agreement to stop the arms race?

### World Movement

The World Youth Congress movement, which began in 1936, now takes in more than 40,000,000 young people throughout the world. The general program comprises four areas of human interest—church, farm, student organizations, and labor organizations. Through education and by study the various national committees work for peace and a better international understanding. Other channels of effort include the press, the radio, public meetings, camps, and conferences. Local assemblies, likewise, extend the influence of the movement into towns and villages.

## Deputy Superintendent Leads Conference on School Law

Dr. Clarence E. Ackley, Deputy Superintendent of Public Instruction, was the principal leader at the Summer Educational Conferences on Legal Interpretation and Discussion held at the University of Pittsburgh last summer. Attended by school folks from every part of the State, the Conference covered such vital and current aspects of school legislation as the following: County-wide Planning of Transportation Routes, District Mergers, Building Programs; Expanding Vocational Education Service; Finance and Budgetary Control; Extension of Required Attendance; Education of Adults and Out-of-School Youth; Issues in Tenure Legislation and Litigation; State Auditing; Choosing and Qualifications of Superintendents; Creating County Boards and Amendments to the Teacher Tenure Act.





# Teacher Education and Certification

**HENRY KLONOWER, M.A., Ped.D.**  
*Director, Teacher Education and Certification*

**HARRY L. KRINER, M.A., Ed.D.**  
*Assistant Director, Teacher Education and Certification*



## Laws Relating to Teacher Education and Certification

**DR. HENRY KLONOWER**

*Director, Teacher Education and Certification*

### Three Constructive Acts

Of the total number of acts passed by the 1937 General Assembly, three have been directly helpful in moving forward the teacher education and certification program.

#### ACT 52

The Tenure Act was needed because of constant violation of professional ethics in some school districts. The ameliorating effects of the Act have been widespread. Teachers feel a security that warrants them continuing their professional education, inevitably resulting in better instructional service in the classrooms. Dismissal of teachers is for specific causes with a procedure prescribed for appeal to the courts. Aside from the fact that this Act has given stimulation to the in-service teacher education program, the effects of the Act on the young people coming into the teaching service is noticeable; with security, more young people seek to enter the teaching service, which again provides for a better selective program in teacher education institutions.

#### ACT 345

This Act provides for an increased basic salary for rural teachers and certain increments in salaries. The effectiveness of the Act was dependent upon the constitutionality of the Chain Store Tax Act. The constitutionality of this latter Act is not being contested in the Supreme Court. Until a decision has been reached, the salary Act remains ineffective.

#### ACT 481

This Act has stimulated the in-service teacher education program. Many teachers on leave of absence enroll in institutions of higher learning, travel, and engage in research work. They bring back to the classroom an enriched experience which vitalizes instruction. Many teachers secure the sabbatical leave of absence to regain their health and to avoid serious illness as symptoms develop. The ultimate effect of this legislation cannot be over-estimated. Instructional service will improve, teachers will be happier in their work, and the probability of longer continuous service is certain. Indirectly, the effects of this legislation will be felt by the Teachers' Retirement System.

While other legislation affecting teacher education and certification was enacted, the three acts are mentioned briefly because they seem fundamental.

### Looking Ahead

Looking forward to additional legislation, the following suggestions that appear to be of major importance are made:

#### Permanent College Certificates

Revision of Section 1317 with reference to permanent college certificates should be made.

The suggestion will be made that detailed regulations covering the issuing of certificates be deleted from the School Laws and placed as one of the responsibilities of the State Council of Education.

The general trend in matters of certification is to give broad discretionary power to State Boards of Education or a State Council of Education in the matter of establishing teaching education standards. This permits greater elasticity and provides the means through which newer demands can be readily met. Frequently, legislation is difficult to secure; where certification regulations are a part of a school code, years must elapse before a change can be brought about. Experimental teacher education programs are not possible unless there is considerable latitude left with State Councils of Education to provide certificates to meet these advanced programs. Practically all regulations with reference to teacher certification in Pennsylvania have been placed in the State Council of Education, with the exception of that which refers to the issuing of permanent college certificates.

### Reinstatement of Teachers

Legislation should be enacted that will permit the Department to reexamine credentials and competency of teachers who have been out of service for more than five years, irrespective of the type of certificates the teachers hold. As teacher education standards advance, many teachers, long since out of service, fail to meet the newer educational requirements. Recent graduates of institutions of higher learning are placed in competition with teachers who have earned certificates on less preparation. Many of these latter teachers left the teaching service, entered business, or married. Circumstances forced them to return to the service. They develop a so-called "surplus" supply of certificated teachers with all degrees of levels of preparation. Taxpayers, legislators, and lay people, do not take the trouble to examine the facts which result, in many instances, in the field of teacher education on the grounds that so many teachers are available that it is unnecessary to continue preparing additional teachers. For this reason, the growing tendency is to require teachers who have been out of service for more than five years to establish their competency in terms of reasonable regulations as may be prescribed by the State Council of Education.

### Periodic Health Examinations

Legislation should be provided for periodic health and physical examinations of teachers in service. Teachers who enter the service are required to present a certificate of health, but, once employed, little or no attention is given to the need of periodic health examinations. Symptoms of nervous ailments can easily be discovered. Chest X-rays and tuberculin tests disclose early symptoms. If legislation provides a thorough health and physical examination at reasonable periods, the effects would be threefold:

- On the instructional service
- On the health of the teacher
- On the retirement system

(Continued on page 9, column 2)

## Ten Thousand Graduate From Arts Colleges in 1938

**DR. HARRY L. KRINER**

*Assistant Director, Teacher Education and Certification*

The number of graduates from Liberal Arts Colleges in 1938 totaled 10,151, which is 607 more graduates than completed college work during the previous year. Officials attribute, in part at least, the fact that more students are completing their college courses to the assistance of the National Youth Administration and other opportunities afforded students to pay their own way through school.

### Prepare for Many Professions

While many of the graduates are prepared to enter established professions of law, medicine, dentistry, teaching, and the like, others seek opportunities for careers in industrial fields and business. The rapid social changes which have characterized contemporary living have given rise to some new occupations which are likewise attracting college prepared men.

Whether these eager and enterprising young men and women secure positions immediately or not cannot be determined, but the whole outlook is hopeful, especially because these folks are better prepared to undertake the responsibilities of citizenship in a constantly changing social order. The solution of both economic and social problems demands more comprehensive knowledge today than heretofore. The keener sympathy which the next generation has toward problems of society, and the greater understanding of the facts which must underlie acceptable solutions, the sooner will our economic problems begin to dissolve themselves.

With the improved type of instruction now offered these young people in the institutions of higher learning and the so-called laboratory schools, there is every reason to believe that this large group of college graduates will have a substantial contribution to make to the forward movement of the present social order.

As long as the accredited institutions of higher learning approach the problems of everyday life with intellectual honesty and inculcate in their students a desire to master the subjects which they learn, such an increased number of college graduates as is reported to the Department of Public Instruction is a bright spot in the constantly developing program of education in the Commonwealth.

### Improved Instructions

With the improved type of instruction now offered these young men and women in our institutions of higher learning, and with the added advantages of cooperative learning and laboratory experiences, there is every reason to believe that this large group of college graduates will make a substantial contribution to the forward movement of our social program. Accredited institutions of higher learning in Pennsylvania are approaching the problems of everyday life with greater intellectual

(Continued on page 9, column 1)



# TEACHER EDUCATION AND CERTIFICATION—Continued

## Ten Thousand Graduate From Arts Colleges in 1938

(Continued from page 8)

honesty than ever before. This stimulating spirit inevitably inculcates in the students enrolled in these institutions a desire to master the subjects which they pursue. These favorable conditions, coupled with the fact that an increasing number of college graduates is launching upon careers each year, constitutes a bright spot in the ever-developing program of education in the Commonwealth.

### List of Accredited Arts Colleges and Number of Graduates

The following table shows the accredited colleges and universities in Pennsylvania, and the number of men and women who graduated in 1938:

Albright College .....	78
Allegheny College .....	121
Beaver College .....	139
Bryn Mawr College .....	123
Bucknell University .....	208
Carnegie Institute of Technology...	540
Cedar Crest College .....	32
College of Chestnut Hill .....	90
College Misericordia .....	54
Dickinson College .....	108
Drexel Institute of Technology ....	198
The Dropsie College for Hebrew and Cognate Learning .....	2
Duquesne University .....	302
Elizabethtown College .....	35
Franklin and Marshall College ....	139
Geneva College .....	68
Gettysburg College .....	91
Grove City College .....	136
Haverford College .....	92
Immaculata College .....	63
Juniata College .....	68
Lafayette College .....	165
LaSalle College .....	72
Lebanon Valley College .....	78
Lehigh University .....	278
Lincoln University .....	40
Marywood College .....	144
Mercyhurst College .....	40
Moore Institute of Art, Science, and Industry .....	34
Moravian College and Theological Seminary .....	25
Moravian College for Women .....	31
Mount Mercy College .....	37
Muhlenberg College .....	102
Pennsylvania College for Women...	60
Pennsylvania Military College .....	25
The Pennsylvania State College ....	948
Philadelphia College of Pharmacy and Science .....	94
Rosemont College .....	51
Seton Hill College .....	49
St. Charles Seminary .....	41
St. Francis College .....	32
St. Joseph's College .....	92
St. Thomas College .....	140
St. Vincent College .....	58
Susquehanna University .....	49
Swarthmore College .....	158
Temple University .....	1,218
Thiel College .....	56
University of Pennsylvania .....	1,564
University of Pittsburgh .....	1,143
Ursinus College .....	93
Villa Maria College .....	35
Villanova College .....	159
Washington and Jefferson College..	95
Waynesburg College .....	65
Westminster College .....	105
Wilson College .....	88
	<b>10,151</b>

## Laws Relating to Teacher Education and Certification

(Continued from page 8)

Industry has adopted the plan of periodic health examinations because it actually pays in the reduction in man-hour-loss. Aside from the economic results, children are always better off in the presence of a buoyantly happy teacher.

### Qualifications of Superintendents

Modification of Section 1103 should be effected, giving to the State Council of Education authority to establish qualifications of county, district, and associate superintendents. Where qualifications for administrative and supervisory officers are specifically set up through legislative acts, difficulty is encountered when the need for advancing these standards appears. This is again a situation where such authority should be placed in the State Council of Education. With the elasticity here provided, the State Council of Education can raise the levels of preparation to meet the increasing demands for better leadership in such administrative and supervisory positions.

### Certification of Contributory Employees

Legislation should be provided for that will authorize the Department to issue certificates to all employees of school districts where such employees have contact with the instructional service, including school custodians, school secretaries, school bus drivers, and similar positions. The classroom is only a part of the instructional situation of a public school. The school yard, the bus on which the children travel, and the other parts of the school plant play an important part in the educational progress. A custodian of a building and his assistants exert a tremendous influence on the morale of the children. He can create a wholesome atmosphere in the manner in which he maintains the different types of services for which he is responsible. Teachers' attitudes are frequently colored by the custodian's reaction to requests. A bus driver, responsible for the transportation of groups of children can be of great assistance in the proper administration of a public school. This is equally true of secretaries to principals who are usually the first ones to greet taxpayers on their visits to public schools. In many instances, secretaries meet parents and counsel children in their difficulties. The growing tendency is to require basic preparation for these several types of positions. As these positions become more important, it seems reasonable to establish regulations to maintain the standards which the groups themselves establish.

### Extension of Teachers College Services

Modification of Section 2002 should be made restoring to the School Laws the provision eliminated in 1931, which permitted the State Teachers College, when it did not interfere with the purpose to educate teachers, to admit other students than those preparing to teach, provided that all such students should pay tuition and also, when there was insufficient room for those who apply, preference had to be given to those preparing to teach. The Superintendent of Public Instruction approved all such programs. In 1933, this permissive legislation was deleted from the School Laws. The State Teachers Colleges were restricted to the education of teachers in a narrow sense. With the development of the adult education program, the nursery school program, the recreational school program, and the recognized fact that more

than 200,000 secondary school graduates are unable to secure employment and that they cannot attend other institutions of higher learning because of economic conditions, the suggestion has been made that the former provision of the School Laws be restored so that the State's institutions can render the additional educational service within their area if the need can be demonstrated.

### Continuing Boards of Trustees

Section 2013 of the School Laws should be amended to make possible the appointment of a continuing Board of Trustees for each of the State Teachers Colleges. Provision should be made for six-year terms, three terms of which will expire every two years. Wherever the services of an entire governing board can be discontinued at one time, disruption of services usually follows. There is a generally accepted principle that members of boards of control, boards of trustees, State boards of education, and the like should hold office during periods of time so that such controlling boards are never left without experienced members. The suggestion, therefore, is made that Boards of Trustees of the State Teachers Colleges be named for six-year terms, three terms of which will expire every two years. This guarantees a continuity of service and still provides for that stimulation that usually comes from the injection of new blood.

### Tenure for Administrators

Modification of the Tenure Act should be made to include administrative and supervisory officials. Administrative officials must pass judgment on the competency of teachers. Where such administrative officials do not enjoy the same position-security as is provided in the Tenure Act for teachers, it is not to be expected that such administrative officials can produce the most effective results. Superintendents must feel the same security in the performance of their legal responsibilities as those with whom they are associated. The superintendent is held responsible for effective results, but he is left without protection in the performance of his duties. Therefore, the suggestion is made that administrative and supervisory officials be included in the Tenure Act.

## Institute on International Affairs

The theme of the Second Annual Institute on International Affairs, held last summer at Bucknell University, was "Current International Conflict." Timely topics discussed under this theme included: "International Tension in the Far East," "Current International Conflict in Czechoslovakia," "International Tension in Central Europe," "Propaganda as a Factor in Current International Conflict," "Social Ethics as a Factor in Current International Conflict."

Outstanding speakers presented these topics and in some instances led general discussions. Among the prominent guest speakers at the Institute were: Josef Hanc, Consul, Czechoslovak Consulate General, New York; W. E. Lingelbach, Professor of History, University of Pennsylvania, Philadelphia; Harwood L. Childs, Managing Editor, "The Public Opinion Quarterly," Princeton University, Princeton, N. J.; and Hornell Hart, Professor of Social Ethics, Hartford Theological Seminary, Hartford, Connecticut.

In addition to the general sessions, there were roundtable discussions, and dinner and luncheon meetings during the two-day Institute.



# TEACHER EDUCATION AND CERTIFICATION—Concluded

## FACTORS RESPONSIBLE FOR SUCCESS AND FOR FAILURE, OF COLLEGE ENTRANCE REQUIREMENTS AND ADMISSION PRACTICES

### Success is attributed to:—

- Personal interviews and contacts
- Careful evaluation of each applicant
- Good secondary school records
- The personal ratings obtained from secondary schools
- Effective cooperation with secondary schools
- The limitation placed on the number of new students
- Suitable entrance examinations
- Willingness to reject students not prepared for college work
- Aptitude test results
- The State testing program
- The emphasis placed on character
- College officials' talks to secondary school groups
- Careful guidance in planning programs of study
- Cooperation of alumni

### Failure is attributed to:—

- Insufficient data on students to judge ability
- The wide variations in secondary school grading systems
- Admissions of students on secondary school certificates only
- Lack of pre-college guidance
- Unreliable and prejudicial secondary school records and recommendations
- Necessity of admitting students without ability
- Failure to use suitable tests—intelligence; achievement; aptitude
- Inadequacy or incompetence of the college staff
- Too much competition from nearby colleges
- Lack of time between date application for admission is made and opening of college year
- Lack of cooperation and contacts between college and secondary school officials
- Insufficient counsel with students at registration
- Lack of time given to problem
- Lack of definite entrance requirements

## A Major in Radio

Drake University, Des Moines, Iowa, plans to offer a major in radio. Beginning with the fall semester of 1938 the college of commerce and finance will increase the number of radio subjects to eight, and with allied courses in liberal arts and fine arts, complete a four-year course in radio. The Drake School of Radio has moved recently into new, completely equipped studios in Carnegie Hall on the campus.



BOARD OF PRESIDENTS OF THE STATE TEACHERS COLLEGES

FRONT ROW: Leslie P. Hill (Cheyney), Landis Tanger (Millersville), Henry Klonower (Secretary), Lester K. Ade (Superintendent of Public Instruction, and Chairman of the Board), Robert M. Steele (California), T. T. Allen (East Stroudsburg), Francis B. Haas (Bloomsburg).

STANDING: Harry L. Kriner (Assistant Director of Teacher Education), Quincy A. W. Rohrhach (Kutztown), Samuel Fausold (Indiana), Joseph F. Noonan (Mansfield), John G. Flowers (Lock Haven), Carmon Ross (Edinboro), Paul G. Chandler (Clarion), Charles S. Miller (Slippery Rock), Albert Lindsay Rowland (Shippensburg), Charles S. Swope (West Chester).

## Self-help Colleges

There is in the United States a small group of colleges that are distinctive by reason of their student employment opportunities. At these colleges all students are required to assist with the work necessary for the functioning of the institution or to do some other kind of labor. Under supervision the students do the cooking, serving, cleaning, and farm work, or work in some industry which the institution sets up to provide extra employment. These so-called self-help colleges are located for the most part in the South, where a tradition of student labor has survived over three-quarters of a century many early failures to put such a plan into operation.

## OUR INDUSTRIAL AGE

The America of today is highly industrialized; industry affects every one economically, socially, morally, and politically. From the economic viewpoint a person is either employed by industry or his means for earning a living is sensitive to the tempo of industry. One's social status depends largely upon his employment and this, as stated, reverts to industry. The nation's morals are continuously modified by social intercourse which is facilitated by such industrial products as the radio, automobile, airplane, and motion pictures. Political problems—wage and hour legislation, unemployment, social security—in fact, practically all legislative programs are prompted by industrial conditions. Difficulties arising from urbanization, highly specialized employment, occupational shifts, and an increased amount of forced-leisure time are typical of a machine age.

—California (Pa.) Bulletin.

## Curriculum Criteria

At a series of panel discussions on current educational problems sponsored by the Progressive Education Association several conclusions relating to curriculum criteria were developed. The conclusions related to a school in which:

1. The ideals of democracy find free expression in the relations between administrators and teachers, teachers and pupils, and the school and the community
2. The curriculum includes the whole school experience of the pupil
3. There is continuous study of the needs of young people in a democratic society
4. Administrators, teachers, and parents cooperate in studying, planning, and teaching to provide more satisfactorily for student needs
5. The major problems of our society are studied freely and objectively
6. The teachers find opportunity and stimulus for professional growth and freedom to live as self-respecting citizens of the community
7. There is such variety and richness of activity that every pupil can find something that he can do well
8. There is abundant provision for creative expression through many different mediums
9. Resources for effective work are provided, such as books and pamphlets, motion pictures, radios, laboratories, gymnasiums, playgrounds, and other facilities.
10. There is an adequate program of evaluation, definitely related to the objectives of the school, and interwoven with the whole educational process





## City Seals as an Original Art Project

DR. C. VALENTINE KIRBY  
*Chief, Art Education*

A committee headed by Dr. Lester K. Ade, Superintendent of Public Instruction, was responsible for the preparation and assembling of symbolic medallions to represent Pennsylvania's forty-eight cities for use on the frieze of the new Finance Building in Harrisburg. In the study and research required in the development of these medallions, it was discovered that many cities were without official seals and flags.

### A Suggestion for Schools

An admirable suggestion was made by the Superintendent of Public Instruction that the art departments of the schools in the communities of the Commonwealth might undertake the designing or original seals and flags as a practical and interesting project in art education. Such an activity would not only be an excellent creative educational project, but would result in stimulating an active interest in local history. Moreover, should the design developed in the project be found satisfactory to the civic council of the community, it would have the added advantage of providing official seals for the cities of Pennsylvania.

### City Flags

The development of city flags comprises another possibility for a practical program of art education. In such an effort the elements, historical background, color, form, size, proportion, and the like would all come into play in the educational activity of the pupils.

An example of a city flag is that of Meadville. The Meadville design is composed of golden stripes at the top and bottom to symbolize golden opportunities for education in business and homes; a white stripe to symbolize the stream of pure water in the midst of the city; green triangles to suggest three green clad hills, the symbol of hope; the numbers on the flag, 1788, to indicate the date on which the city was founded.

### Art Project in New Castle

The art department in the New Castle high school has recently been giving considerable attention to an appropriate seal and flag for the city of New Castle. The project was undertaken by the young people with enthusiasm and provided an interesting study of local history and industry, as well as the whole idea of symbolism in order to interpret the salient features of the city and reduce them to the simplest and most representative symbol.

It is hoped that these suggestions may lead to similar activities in other secondary schools, with the thought that these designs might be submitted to the city fathers for the possible selection and adoption of the most representative.

# INSTRUCTION

PAUL L. CRESSMAN, B.S., Ed.D.

*Director, Bureau of Instruction*

WALTER B. JONES, M.A., Ph.D.

*Assistant Director, Bureau of Instruction*



## Art Popularized Through Municipal Murals

The June, 1938, issue of Public Education presented a partial list of murals depicting Pennsylvania backgrounds as prepared by the section of painting and sculpture under the Federal Government. Since then additional murals portraying scenes, objects, and personalities pertaining to our Commonwealth have been completed and unveiled for the enjoyment and enlightenment of folks in the State.

### Eleven New Murals

Following are the paintings that were not announced in the previous issue of the bulletin—which have given noteworthy support to art and artists throughout the country:

Lorin H. Thompson, two murals, *Pioneers of Altoona*, in Altoona Post Office

Eugene Higgins, mural, *The Armistice Letter*, in Beaver Falls Post Office

Bruce Mitchell, mural, *Columbia Bridge*, in Columbia Post Office

John Folinsbee, mural, *Freeland*, in Freeland Post Office

Louis Slobodkin, sculpture, *Two Eagles*, in Johnstown Post Office

Ryah Ludins, mural, *Cement Industry*, in Nazareth Post Office

Walter Gardner, mural, *Streets of Philadelphia*, in Philadelphia Post Office

Robert Larter, two murals, *Shipyards at Southwark, 1800, and Iron Plantation near Southwark, 1800*, in Philadelphia, Southwark Postal Station

Jared French, mural, *Meal Time with Early Coal Miners*, in Plymouth Post Office

Bertram Goodman, mural, *Quaker Settlers*, in Quakertown Post Office

Harry Scheuch, three murals, *Local Life and Industries*, in Scottdale Post Office

### Early Industry and Agriculture Depicted

These murals appropriately record early pioneers and history in the development of Pennsylvania industry and agriculture, together with the social life of the past as well as the American scene of today. It is assumed that these murals will attract the attentive appreciation of the people in each community where these post offices are located. Particular attention should be called to the opportunity for the teacher in the classroom to lead the children on a Little Journey to these wall paintings.

## Pennsylvania School Wins National Honors

In the National Secondary School Music Contests held at Albany, New York, Clairton, Pennsylvania, won three first places and one second place, giving this unusual school creditable recognition in the United States.

The four musical groups in the school which brought honor to their home community and Pennsylvania are the string ensemble, the brass sextet, clarinet quartet, and the mixed double quartet.

The schools of Clairton have, for some time, enjoyed a high reputation in the music and forensic activities which are conducted annually in Pennsylvania and the United States.

## College Opportunities for Handicapped Youth

State Funds Appropriated for Higher Education of Blind and Deaf

DR. T. ERNEST NEWLAND  
*Chief, Division of Special Education*

Blind or deaf young men and women in Pennsylvania, who show promise of successful occupational careers, are afforded an opportunity for a college education by the Commonwealth through a biennial appropriation to the Department of Public Instruction. For the coming school year a total of \$9,135 has been allocated for this use. Through this fund thirty students, twenty-four of whom are blind and six deaf, will be able to begin or continue their education in the colleges of the Commonwealth and neighboring states.

Twenty-one of the group have been in colleges from one to four years. The remaining nine will enter college in September of the current school year.

### Attend Fifteen Different Colleges

These students, consisting of fifteen young men and fifteen young women, are distributed among fifteen colleges and universities, most of which are in Pennsylvania. Five are attending Temple, three are attending the University of Pennsylvania, four are attending the University of Pittsburgh, two are at Slippery Rock, four are attending Gallaudet College, two are attending Geneva, two are attending State College, and one each in Drexel, Pierce, Lehigh, Philadelphia College of Osteopathy, Thiel, Eastman School of Music, Carnegie Institute, Alfred. Two of the colleges attended by these handicapped youth are out of the State, the Eastman School of Music being in New York and Gallaudet College in Washington, D. C.

### Varied Vocational Interests

More than a half dozen different vocations have attracted these deaf and blind students. Twelve are preparing for teaching; three anticipate careers in the printing trade; the others are planning to becoming lawyers, merchants, osteopaths, social workers, psychologists, and ministers.

### Aid Given in Accordance with Individual Needs

The amount of aid for each student varies according to related circumstances. Usually, the amount increases as the student progresses through the levels of his college career and demonstrates his ability to profit by the higher preparation. Likewise, the type of work pursued by the student is a factor in determining the amount of money needed for his college education. Moreover, some of the students have resources of their own which are available for financing in part their college careers.



# INSTRUCTION—Concluded

## A Time to Emphasize Fire Drills

### FIRE PREVENTION WEEK

October 9-16, 1938

OLIVER S. HECKMAN

*Adviser, Division of Secondary Education*

The observance of Fire Prevention Week from October 9 to 16 affords a timely opportunity for schools to give particular emphasis to the proper procedures of fire drills. If properly conducted, fire drills not only secure the orderly and rapid evacuation of the building, but teach self-control as well. To this end the executives, teachers, and janitors, as well as pupils, should submit rigidly to discipline and participate in the drills.

#### Twice a Month

It is suggested that drills be conducted twice a month, and so arranged as to accustom the pupils to the use of the various exits provided. Every principal or other person in charge of a school drill should keep a record of the date of each drill and the time required to empty the building. A gong, bell, or other device is necessary so that a definite audible signal may be given in case of fire, and this should also be the signal for a fire drill. Exits should be plainly designated so as to facilitate the march of students to the outside.

#### Unobstructed Drills

Of the two kinds of fire drills the unobstructed is the easier to conduct. The most accessible exits are used and in a short time all rooms, corridors, and stairways are cleared. The obstructed drill is conducted by having one or more exits blocked, which makes it necessary for the pupils to change their course and use other exits. To prevent confusion the leaders use signals, such as raising both hands for the line to reverse, or one hand to stop.

#### Students Conduct Drills

In the organization of fire drills effective use has been made of pupils as officers, thus making the drill an activity of real interest to the student body. When the alarm is sounded, pupils rise and pass out without books, hats or wraps, walking rapidly but not running. No talking or pushing is allowed. When lines are at least fifty feet away from the building and clear of fire hydrants, the pupils face the building but remain in line. Room monitors, one for every two windows, close their windows and follow the room lines. Room captains, who stand at the doors of their respective rooms until all pupils and teachers are out, close the door, report the number of the room to the fire marshal, and take their places in their room line. Other captains inspect halls, toilets, and cloakrooms, and report to the fire marshal who is stationed at the main exit with pad and pencil to check all occupants as the building is emptied by numbers given by respective room captains.

#### "Are All Out?"

A great deal of thought has been given to this system, and it is operating successfully. In general, it is commended to any school authority faced with the very real problem of designing an effective system of fire drills. The only additional suggestion is that the system of checking the room number of occupants as a means of ascertaining if everyone has left the building, be supplemented by a prompt roll call.

## Community-Centered Education in Rural Pennsylvania

LOIS M. CLARK

*Adviser, Early Childhood and Elementary Education*

Rural leaders in Pennsylvania, recognizing the need for a state-wide effort to coordinate the forces at work in rural communities, are developing an instrument for that purpose in the Pennsylvania Country Life Conference. Developed in 1936 through the efforts of a small group of organizational leaders, it meets annually for a three- or four-day conference and carries on its activities throughout the year by means of a flexible committee organization.

#### Objectives

Its stated objectives are:

1. To promote discussion of needs and problems of country life and to facilitate their solution.
2. To focus attention on the purposes and goals in country life and to aid in their attainment.
3. To act as a clearing house for the pooling of ideas and resources of rural leaders in Pennsylvania.
4. To aid in coordinating the work of all organizations and agencies engaged in rural life development, thus eliminating overlapping and making for increased efficiency.
5. To spread information which will promote a better understanding of country life, and to aid in rural improvement.

#### Knowing Children Through Environment

A number of rural teachers, as well as other State and local educational leaders, are participating actively in the work of this Conference. They find it a helpful opportunity to understand many of the forces which influence the lives of children with whom they work. They discover needs not being met in their own communities, and learn how other communities are facing common problems more satisfactorily. They come to understand more clearly the whole life of which they and their children are a part, and to see how a community working together can make life more wholesome and balanced for all of its people.

#### Educational Forces Outside the School

At the 1938 session of the Conference, held at Newton Hamilton, in Mifflin County, last June, there was evidence of many ways in which people in rural communities are being educated by forces outside the schools. A noteworthy example is shown in the report of a group of older youth who, when the Pennsylvania Motor Police began active enforcement of the fifty-mile speed limit, took up a thorough study of the whole problem of safety, thus developing changed attitudes as well as deeper understandings in an area of vital concern in American life.

#### Environment as an Educational Force

There was also evidence in the Conference, that many rural teachers have already sensed how significantly the community as a whole influences the growth and development of children. Because of their four-day experience in considering "Enriched Living for the Rural Community" many of these teachers see more clearly how they can relate the work of their rural schools to the life of the communities in which they teach.

## The School as a Future Community

DR. CECILIA U. STUART

*Chief, Division of Early Childhood and Elementary Education*

An educational experiment based on the philosophy that the school is a potential community is being carried forward in Allentown. Community service is the keynote of the new program which aims at the following goal:

To educate boys and girls to a sympathetic, respectful, and active understanding of the needs of others; to help them see the significance of each social service resource; and to develop in them the consciousness that their own welfare depends on the welfare of the community as a whole.

It is felt by the pupils, teachers, and patrons that the school community is a necessary factor in maintaining local social welfare activities at their present level and that the children and the young people, who will eventually direct and maintain these services, should know what agencies exist as well as the work they do and the further development which they may require to meet the needs of the future.

### Annual Education Congress

October 4 and 5  
Education Building  
Harrisburg, Pennsylvania  
Opening Session begins at 10 a.m.  
Tuesday, October 4

### THE FIVE MOST POPULAR DISCUSSION TOPICS, LAST SEASON

SCHOOL YEAR ENDING JUNE 30, 1935



INTERNATIONAL SITUATION



ECONOMIC RECOVERY



FASCISM AND WAR



NEW DEAL LEGISLATION



LIBERTY AND DEMOCRACY

Each speaking figure represents 50 Forum discussions  
Each audience figure represents 5,000 people attending

PICTORIAL STATISTICS, INC.

Adult Civic Education





# STATE LIBRARY and MUSEUM

JOSEPH L. RAFTER, M.A., LL.M., J.D., J.S.D.

*Director, State Library and Museum*



## Children's Book Week

SLOGAN—NEW BOOKS—NEW WORLDS

**November 13-19 Set for 1938  
Celebration**

NELLIE B. STEVENS

*Chief, General Library Division*

Plans for the twentieth annual Children's Book Week—November 13 to 19—are being pushed rapidly among schools and libraries of Pennsylvania. Every year since Book Week was first observed in 1919, educators, librarians, Boy Scouts, book sellers, community organizations, and local clubs have cooperated in making this important project a success. Similar cooperation is anticipated this year. The 1938 slogan—*New Books—New Worlds*—with its emphasis on the importance of books in opening up new worlds for youth, will arouse the interest of educators throughout the country.

### More Books for More Folks

Children's Book Week has resulted in a great wave of constructive interest in better books for youth; better equipped library service, better book lists, better book stores, and expert attention to children's books in a score of publishing offices.

### "Recent Children's Books"

Thirty-one noteworthy children's books of the year, selected by two authorities on children's literature, are listed in "Recent Children's Books," published by the American Library Association.

These new books, which are recommended for children's reading, include many late fall titles and were selected from hundreds of 1937 titles carefully examined by Nora Beust, of the University of North Carolina, nationally recognized authority on children's books, and recently named book review editor of the "American Girl" magazine, and Mildred L. Batchelder, specialist on the staff of the Association's school and children's library division. Each of the books chosen is briefly described.

"Recent Children's Books" has been published annually since 1925, especially to guide parents and children in their choice of books for home book-shelves and library reading. Each year more than 50,000 copies are distributed by libraries, schools, and parent-teacher organizations during Book Week and the weeks preceding Christmas.

Each year the influence and usefulness of Book Week have expanded. Of great aid to its extension have been the steady increase in the number of well-prepared children's librarians, the influence of the John Newberry Award and the Caldecott Medal, and many other such important factors.

### Materials Available on Request

To aid in the promotion of the 1938 Book Week, a manual of suggested projects is now being prepared at Book Week Headquarters along with certain other similar material. Headquarters for the Book Week Celebration are 62 West Forty-fifth Street, New York City.

## STATE LIBRARY ASSISTS FEDERAL RESEARCH PROJECT

MARY STEVENSON

*Assistant Director, State Library*

The State Library has provided work space and has made its newspaper files and other material available for the Federal Government's research effort to collect information by which it may carry on an effective program of flood control and soil conservation.

### Vast and Varied Information Compiled

Hundreds of newspaper volumes have been painstakingly culled, pertinent material noted, articles abstracted, bibliographies compiled, and information put into such form as will best make it available for the purpose of the project. The sources searched in the State Library are yielding valuable and informative material concerning weather conditions, flood stages, and waterways.

This project is sponsored by the United States Department of Agriculture, Division of Climatic and Physiographic Research, Soil Conservation Service.

### Thousands of Books Repaired

The State Library is also cooperating with the Federal Government on a Book-Mending and Cleaning Project for Pennsylvania. This work is carried on by eighteen employees under the direction of an experienced supervisor and has elicited much favorable comment as a worthwhile service to the Commonwealth. The restoration and preservation of a considerable amount of valuable reading material will enrich the opportunities of the thousands who make regular use of the Library.

### Books, Pamphlets, and Other Documents Treated

Several thousand volumes have been vacuum cleaned, while other thousands have been repaired and cleaned. Over 30,000 law books have been oiled and sanded; a greater number of Supreme and Superior Court Paper Books have been checked and cards have been typed. The work is particularly helpful in prolonging the life and maintaining in circulation books of the Library Extension Division which may be effectively "re-serviced" with the minimum of expenditure and time out-of-service. Pamphlets are prepared for circulation.

The project provides for work for which no provision has been made in the regular budget at the same time that it furnishes serviceful and lucrative occupation to persons in need of employment.

### MICKEY MOUSE USES THE LIBRARY

A representative of the Walt Disney Enterprises called at the teachers reference room in the New York City Public Library to check the exact spelling of "Fee, Fi, Fo, Fum" for the Mickey Mouse cartoon, *Giantland*, based on "Jack and the Beanstalk." "Children are tremendously critical about a thing like that," he said.

## Visual Education Materials for Schools

GERTRUDE B. FULLER

*Assistant Director, State Library and Museum*

Pennsylvania has the distinction of originating Museum Extension Projects, which not only create and distribute thousands of items on Visual Education to the schools of the Commonwealth, but which provide work for unemployed folks with special talents.

### New Catalog Announced

In order that school people and others throughout the State who are interested in enriching the program of education, the Museum Extension Division of the Works Progress Administration has issued a new catalog announcing the various items of Visual Education material that may be secured without charge, for use in the schools. The catalog, which contains some twenty pages of items, together with a score of attractive plates illustrating the visual materials, describes in detail each visual object that has been prepared for this purpose.

### Types of Objects Available

Among the principal types of objects available are the following: costumes of various historic periods and geographic areas, native handicraft designs of historic interest, architectural models of foreign and domestic buildings, both ancient and past, miniature diorama models showing manners and customs of people, interior decoration models, and marionettes and puppets.

Folks interested in securing these materials may address Distribution Control, Museum Extension Projects, Works Progress Administration, 46 North Cameron Street, Harrisburg, Pennsylvania.

## Pressing Need for Good Books

In an address before the American Philosophical Society last winter, Dr. Dumas Malone, Director of the Harvard University Press, among other things, said that too many scholars were ready to investigate everything from the "roots of words" to the "roots of war," the "seeds of watermelons" or the "seeds of culture," and then write a book about it. Books should be written on subjects of wider interest and in language more easily understood by the layman.

"What I have in mind is not the cheapening of scholarship, but the more effective interpretation and presentation of it."

"We must not mistake molehills for mountains, and we cannot afford to dignify with a book every microscopic advance of the frontier of erudition," Dr. Malone told the scholars.

"The great need today," he said, "was for books of sound learning, illuminating in thought, in interpretation, and vitality, and characterized by good literary form."

—*Pennsylvania Library Notes*



# STATE LIBRARY AND MUSEUM—Concluded

## Historic Stamps Presented to State Museum

Sheet Commemorating Ratification of Federal Constitution Officially Accepted by Doctor Ade, State School Head

An historic ceremony in which the Department of Public Instruction became the custodian of a sheet of thirty-six stamps commemorating the Ratification of the United States Constitution, was recently enacted in the Education Building at Harrisburg. The stamps were officially accepted by Dr. Lester K. Ade, Superintendent of Public Instruction, and are to repose permanently in the State Museum.

### Presented by Descendant of Robert Morris

The thirty-six stamps presented to the Department of Public Instruction were a part of the first sheet of fifty stamps of the Federal Government's commemoration issue. The sheet of half-hundred was originally purchased at an appropriate ceremony in Independence Hall on June 21, by Charlotte Elizabeth Morris, great-great-great granddaughter of Robert Morris, famed Treasurer of the United States during the American Revolution. Fourteen of the fifty stamps were sent by carrier pigeon from Philadelphia to the President of the United States, and to each of the Governors of the thirteen original States of the Union. The remaining twenty-six were then transmitted to the Secretary of the Commonwealth, to be given to the Department of Public Instruction for safe-keeping and deposit. At Doctor Ade's request, they have been placed in the State Museum for the examination and enjoyment of everyone.

### Stir Greater Interest in the Constitution

Because of the unique history of the stamps now on exhibition, they are not only an historic document, but a means of impressing upon our folks the great significance of the Constitution under which we live.

At the ceremony besides Doctor Ade were the Honorable Ray C. Weber, Deputy Secretary of the Commonwealth; Colonel Robert Morris, Chief of Staff of the Twenty-eighth Division, Pennsylvania National Guard, and father of Charlotte Elizabeth Morris; Dr. Joseph L. Rafter, Director, State Library and Museum, and Mrs. Gertrude B. Fuller, Assistant Director, State Library and Museum.

### "A MAN WILL TURN OVER HALF A LIBRARY TO MAKE ONE BOOK"

"This has saved me a trip to Philadelphia." So said a professor at Pomona College, California, upon a visit to the St. Louis Public Library. He had been hunting in several libraries and through many books to verify certain information about the Liberty Bell, and then suddenly came upon just what he wanted. He was ending his sabbatical year by revising a junior high school textbook used as a basic text in southwestern schools. Without the use of the library, this revision would have been quite impossible, and his appreciation for the aid given him by libraries was most genuine.



ACCEPTING HISTORICAL STAMPS

Gertrude B. Fuller, Joseph L. Rafter, Lester K. Ade, Ray C. Weber, Robert Morris, Sr., Robert Morris, Jr.

## Libraries and Adult Education

One of the objectives of the Adult Education Committee of the State Library Association is that each librarian in Pennsylvania make an informal survey of all the adult education activities of the community in which the library is located and assemble this data. That the leaders of all of the adult education organizations in the community be contacted in order

1. To make them conscious of the facilities which the libraries have to offer.
2. To learn from them their definite programs so that the library may assemble material for their use.
3. To urge them in planning their programs to present their needs early enough so that material not already on the library shelves may be secured—not forgetting, however, that most of our public libraries and our State library do not have unlimited funds.

### Noted Americans Born in October

(Concluded from page 3, column 1)

#### Other Events

Other events which make October a month rich in anniversaries are the founding of the Y. M. C. A. on October 11, 1821; the great fire in Chicago on October 9, 1871, which has given rise to the annual celebration of Fire Prevention Week; the founding of the Girl Scout Movement on October 30, and the autumn festival of Hallowe'en.

It is, likewise, in October that we celebrate National Picture Week, beginning on the tenth of the month, and Air Navigation Week, beginning on the fourteenth.

## PENNSYLVANIA'S RED MEN GO TO SCHOOL

DR. HENRY W. SHOEMAKER  
Chief, Division of Archives

The Pennsylvania Indians, who differ from most Red Men in that they are the wards of the State, and not of the Nation, are not neglected by the Commonwealth with respect to their education. On the banks of Cornplanter Run in the Pennsylvania Indian Reservation in Warren County, not far from the Allegheny river, stands the one school left that offers educational opportunity to a now waning race that once was master of the great blue ranges it called home. The present school of two and one-half stories was built sixty years ago.

### Teacher a Descendant of Tome Family

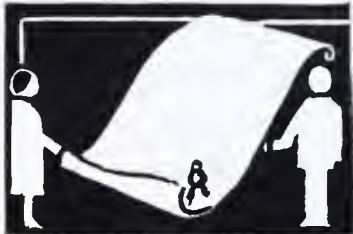
Perhaps the oddest thing about this unique school is that it has been taught for generations by the members of one white family—the Tome Family. Philip Tome was a great friend of the Indians and spent most of his life hunting with them. When he died, he was buried at Corydon, across the Allegheny river from the reservation. Philip Tome's great granddaughter now teaches the Cornplanter School. The reservation itself was a grant by Pennsylvania to Chief Cornplanter and his descendants in perpetuity. In 1868, the State erected an impressive monument to Chief Cornplanter in the Indian cemetery located near the school. And so, near the monuments to the memory of a famous hunter and of a famous chief, the teacher descendants of the one are still the counselors and trusted friends of the pupil descendants of the others—perhaps the last act in a pledge of faith and trust taken long ago between a kindly man named William Penn and some half-clad savages under the Treaty Elm, on the banks of the Delaware, at the location of the Northern Liberties.





# PROFESSIONAL LICENSING

JAMES A. NEWPHER, M.A., Ph.D., LL.D.  
Director, Bureau of Professional Licensing



## State Scholarship Winners Announced

Eighty Secondary School Seniors to Receive Gratuities Valued at \$400 Each

DR. JAMES G. PENTZ  
Chief, Division of Pre-Professional Credentials

The eighty winners among the 3,463 secondary school seniors who took the annual State Scholarship examination which was held in each county-seat on May 6 are listed below. These successful candidates for free scholarships include the top-ranking examinee in each county except Luzerne, Allegheny, and Philadelphia which, by virtue of their Senatorial Districts, are entitled to two, six, and eight scholarship winners respectively.

The examination comprised three parts; a test of mental ability, an examination in English expression and comprehension, and one in American History—studies which are offered in all secondary schools in the Commonwealth.

Following are the names of the successful candidates, together with the counties and schools they represent:

County	Student	Secondary School
Adams	Elizabeth Anne Sheffer	New Oxford
Allegheny		
(Thirty-eighth District)	John Joseph McGovern	St. Mary of the Mount
(Fortieth District)	Andrew Feduska	Leetsdale
(Forty-second District)	Roy Colt	Allegheny
(Forty-third District)	Judith J. Feldman	Schenley
(Forty-fourth District)	Jerome C. Bachrach	Taylor Allderdice
(Forty-fifth District)	Marion Norwood Phlegar	Stowe
Armstrong	Nancy McLean	Kittanning
Beaver	Dorothy Virginia Griffith	Ambridge
Bedford	Emery Kaufmann Stoner	Bedford
Berks	Thomas Lincoln Reissmann	Muhlenberg Twp.
Blair	Paul Joseph Rowan	Catholic
Bradford	Alice Berneta Frazer	Wyalusing Boro
Bucks	George William Leworthy	Doylestown
Butler	Elizabeth Jean Lowry	John A. Gibson
Cambria	Arthur George Karpen	Senior High
Cameron	Alice Margaret Murray	Emporium
Carbon	Francis Xavier Barron	St. Ann
Centre	William Edward Harkins	State College High
Chester	Jane Killefer	West Chester
Clarion	Stanley Jesse PoKempner	New Bethlehem
Clearfield	Robert George Geier	DuBois High
Clinton	Harold Lintz Bernstein	Lock Haven H. S.
Columbia	Horace Clifton Wright	Bloomsburg
Crawford	Janet Elizabeth Groff	Meadville
Cumberland	George Francis Myers	Lemoyne
Dauphin	William Jackson Meikle	William Penn
Delaware	Beulah Ruth Egee	Swarthmore
Elk	Eleanor Marie Fitzpatrick	Centennial
Erie	Shirley Mays Walden	Strong Vincent
Fayette	Milton Moskovitz	Uniontown Sr. High
Forest	Jean LeRoy Ziegler	Hickory Twp.
Franklin	Davison Greenawalt Grove	Chambersburg
Fulton	Richard Warren Grissinger	McConnellsburg
Greene	Adebe George	Waynesburg
Huntingdon	Ralph Eugene Morningstar	Huntingdon High
Indiana	Jacob Levinson	Clymer High School
Jefferson	Frederick Mark Smith	Brookville
Juniata	Helen Doris Towsey	Port Royal
Lackawanna	Mary Blanche Gibbons	Central High
Lancaster	Frank Sender Stein	McCaskey High
Lawrence	Dorothy May Wadlinger	New Castle
Lebanon	Doris Eleanor Loser	Lebanon Senior
Lehigh	Milton Norman Donin	Allentown
Luzerne		
(Twentieth District)	Raymond Monroe Dodson	West Hazleton
(Twenty-first District)	Edward Cerwonka	Elmer L. Meyers
Lycoming	Robert Miller Brownell	Williamsport

(Continued on page 18)

## Pre-Professional Examinations Held in August

ALBERT J. McGLYNN  
Adviser, Division of Pre-Professional Credentials

Pre-professional examinations for folks of mature age who require secondary school credits to qualify for entrance in professional schools were held during August in Philadelphia, Harrisburg, Pittsburgh, and each of the sixty-six county seats.

### Conditions Explained

These examinations are conducted by the Department of Public Instruction annually in English and foreign languages, mathematics, science, history and social studies, commercial subjects and agriculture. A certificate of four years of equivalent secondary school preparation is issued to those who complete at least sixteen units either by these examinations or by the combined credits earned in secondary school and these examinations. Not more than four units of credit are allowed for each year of secondary school work. Not more than five of the sixteen units are allowed in the commercial or other special fields.

### For Candidates Who Are Eighteen or Over

Pre-professional examinations given by the Department of Public Instruction are intended only for persons of mature age who are not secondary school graduates. Eligibility in respect to age shall, in compliance with the recently enacted school attendance act, apply to those who are eighteen years of age or above.

### Special Cases Pointed Out

Candidates under eighteen years of age are eligible for these examinations only under special circumstances. They must make a special application setting forth the reasons for taking these examinations. In cases where candidates under eighteen have secured sixteen units of credit and of graduates of secondary schools but who lack one or more particular units required to enter professional study are eligible by approval of the Department after their circumstances are made known.

Pupils under eighteen years of age who are attending secondary school are not eligible for these examinations; nor are such pupils permitted to take pre-professional examinations to remove conditions in cases of failure in secondary school subjects.

## Schaeffer Scholarship Awarded

Miss Margaret L. Witt, 606 Franklin Street, Johnstown, Pennsylvania, was selected by the State Council of Education on June 3, 1938, and approved by the Trust Committee in Lancaster, as the recipient of the Nathan C. Schaeffer Memorial Scholarship for the year 1938-1939. This Scholarship provides for a year of graduate study.





# PENNSYLVANIA IN HISTORY

FRANK W. MELVIN, B.S., LL.B.

*Chairman, Pennsylvania Historical Commission*



## Pennsylvania Historians Meet at Williamsport October 28-29

SYLVESTER K. STEVENS

*Historian, Pennsylvania State Historical Commission*

Pennsylvania historians will gather for their annual conclave under the auspices of the Pennsylvania Historical Association, at Williamsport, on October 28 and 29. The Hotel Lycoming will be the headquarters and central meeting place, with a Saturday luncheon on the attractive campus of Bucknell University at Lewisburg. Bruce A. Hunt of Williamsport, head of the Pennsylvania Federation of Historical Societies, is in charge of local arrangements. Dr. J. Orin Oliphant of Bucknell University, Professor Leroy Koehler of East Stroudsburg State Teachers College, Dr. Frederic Godcharles of Milton, and Miss Frances Dorrance of Wilkes-Barre, are in charge of various sections of the program.

### Program of Interest to Every Group

The October meeting of the Association promises to be one of the most attractive in the history of that organization, now nearing the end of the first decade of its service in the Pennsylvania Historical field. The program is of such a nature as to appeal to a variety of interests. Friday afternoon will be devoted to scholarly papers on various subjects offered by professional historians. Of especial interest in this group will be a discussion of the early history of the oil industry in the Titusville region, by Dr. Paul Giddens of Allegheny College. Doctor Giddens has spent some years of research in this field and is the outstanding authority on this formerly neglected phase of Pennsylvania history.

### Dr. Lester K. Ade to Speak at Dinner

Friday evening will be devoted to a dinner meeting at which Dr. Lester K. Ade, Superintendent of Public Instruction, has consented to address those present. The interest of Doctor Ade in sponsoring the increased use of Pennsylvania history in the public school program of the Commonwealth will make this address a center of attention.

### Pennsylvania History in the School Program

On Saturday forenoon, the assembly will divide into two groups. The historical societies of Pennsylvania will be provided with a special session devoted to their interests. Of especial interest to educators, however, is the fact that for the first time a separate session of the Association meeting will be given over to the public school teachers in history and social studies. Appropriately, the theme of the meeting will be that of Pennsylvania history in the school program. Professor Dickey of Altoona and Professor Lloyd Davis of East Huntingdon High School of Alverton will present valuable suggestions for the consideration of teachers. Mr. Oliver Heckman, social studies adviser in the Department of Public Instruction, and Mr. S. K. Stevens, historian of the Pennsylvania Historical Commission, will participate also in the program and discussion.

## Home of William Penn Under Restoration

MAJOR FRANK W. MELVIN

*Chairman, Pennsylvania State Historical Commission*

Rapid progress is being made by the General State Authority in completing the historical projects which are under the supervision of the Pennsylvania Historical Commission in the Department of Public Instruction. At Pennsbury, manor home of William Penn and his sons during their control of the province, ground was broken on April 21. The State Authority contractor has made outstanding progress in pushing forward the project since that date. An additional allocation for Pennsbury is likely and the final completion of the project may be looked for within a year.

### Additional Funds Sought

At Old Economy in western Pennsylvania at Ambridge, the General State Authority completed in July the scheduled repairs and improvements called for by the Historical Commission. A further allocation of \$98,000 will be necessary to put this property in proper shape for presentation as a fitting historic and architectural memorial. It is expected that funds will be secured to accomplish this object.

### Exceptional Restorations

Pennsbury and Old Economy are among the most outstanding historic restorations ever attempted in Pennsylvania. Both possess historical interest of an extraordinary character. Their architectural and other aspects are recognized as of a superior type. Pennsbury and Old Economy will become centers for the collection of antiquities and historical lore relating to their respective historic interests. Doctor Ade has characterized them as comparable in Pennsylvania to the restorations at Williamsburg in Virginia. It is especially significant that eastern and western Pennsylvania will possess an attraction peculiar to its own section.

### Luncheon at Bucknell

The noon luncheon at Bucknell University will provide a delightful occasion, while the afternoon may be devoted to visiting points of historical interest in the region or attendance upon a football game. The Muncy Historical Society and Museum will be visited by these attending the luncheon.

### Large Attendance Anticipated

All in all, the program promises much of interest and value to three groups especially interested in Pennsylvania historical affairs, namely, the professional historians of the colleges and universities, the historical society historians, and the public school teachers. It is to be understood, however, that all persons interested directly or indirectly in the history of the Commonwealth are welcome to attend. The Department of Public Instruction is hopeful that a large number of the public school teachers will find it convenient to be present.

## Covered Bridges to be Preserved

SYLVESTER K. STEVENS

*Historian, Pennsylvania State Historical Commission*

A state-wide movement is under way to forward interest in the preservation and marking of the covered bridges of the Commonwealth. The movement is possessed of especial importance in view of the fact that the office of the Historical Commission in the Department, has received in the past months several requests, some from outside of the Commonwealth, for information as to covered bridges and early highways of Pennsylvania.

### Highway Department Plays Leading Role

The Pennsylvania Department of Highways is cooperating with individuals and organizations in preserving the covered bridges. A recent ruling of the office of the Attorney General has been handed down, which permits the Highway Department to turn over to any interested local group for preservation as a historic relic any covered bridge which does not have to be removed in a highway improvement. In many cases, relocations have made it possible to leave these bridges intact provided parties would guarantee to care for them. In cases where the bridge must be removed, the State will encourage dismantling for rebuilding by local agencies. In any case, it is possible to photograph and record for posterity significant information regarding any bridge still standing.

The Highway Department preserves and salvages these old spans on the following bases:

"Where our new bridge is to be built on relocation and the old covered bridge can be left in its present position, this should be done, and with the abandonment of the old road, including the bridge, the historical society may deal with the local authorities who must assume responsibility therefor. This is the simplest proposition.

"Where the construction of the new bridge will cause the removal of the old covered bridge, this department may remove the covered bridge and make all of the material available for sale by the Department of Property and Supplies, through which procedure the local Historical Society may purchase the dismantled material and reerect it at its own expense in some other location."

### A Significant Project on Conservation

This field of local historical research deserves more attention in Pennsylvania than it has received in the past. Locating and mapping early trails and routes by local historical societies and otherwise preserving or photographing the rapidly passing covered bridges and old dirt highways of the Commonwealth, are projects deserving of consideration by every historical organization.

If a sufficient amount of work is done along this line, the history of our early highways and bridges in Pennsylvania may some day be adequately written for the enjoyment and enlightenment of all who are interested in these significant remnants of an early generation of Pennsylvanians.



## PENNSYLVANIA IN HISTORY—Concluded

### Daniel Boone Homestead to be Preserved

DR. DONALD A. CADZOW

*Archaeologist, Pennsylvania State Historical Commission*

A movement has been initiated under the Pennsylvania Historical Commission to reconstruct the Daniel Boone Homestead, near Reading, as a living and permanent memorial to the famous pioneer, and as a shrine for youth. Authenticity and simplicity are to characterize the restoration.

#### A Youth Center

While the work, when complete, will constitute a lasting memorial, it was felt by those directing the project that a practical use could be made of the homestead as a youth center. This would be appropriate inasmuch as Daniel Boone, himself, is one of the notable scouts of history. An educational program that centralizes about the historical phase of the life of Daniel Boone is also contemplated as a means of stimulating further interest in local and State history. The museum that is planned and everything in it are designed to invite the attention of all to the life and history of our nation, but particularly to the part played by Daniel Boone and other pioneers of his day.

#### Diversity of Interests and Services Planned

Exhibits of furniture and utensils of the period will be made in the house. Pilgrimages to the shrine will be a major feature in the utilization of the site. Organizations of every description concerned with the development of youth programs will be invited to visit the shrine regularly. Proper camp facilities may be installed as part of the development. Schools, colleges, and other agencies, as well as historically-minded citizens, will be welcome to the Daniel Boone Memorial Homestead.

#### Game Preserve

The considerable acreage surrounding the place lends itself to the development of a fish and game preserve, recreational areas, nature trails, camp sites, gardening and conservation projects,—all of which are related activities reflecting the spirit of Daniel Boone.

No other nation can mean to us what our nation means. Here are the roots of our heritage, and here our central loyalties belong. But because we feel so deeply about our own land, we understand how other people feel about their lands, and using our patriotism to interpret theirs, we grow, not in bitterness but in understanding and sympathy. So all fine internationalism must be rooted back in the noble significances of nationalism.

Fosdick

### PENNSYLVANIA EMBLEM FOR SCHOOLS

The Pennsylvania Historical Commission has been informed by the Department of Property and Supplies that the State flag of the Commonwealth may be purchased by interested persons or organizations from the Deltra Flag Company, Oaks, Montgomery County, Pennsylvania. Numerous inquiries have been received in the past requesting this information.

#### Appropriate for Schools

The flag which may be purchased at a reasonable figure is a four by six foot, wool bunting, with a nine foot pole and an eagle at the top. It is furnished with a waterproof cover, and is especially appropriate for schoolroom use.

The increased use of the flag of the Commonwealth in the schools is to be encouraged. We are in the midst of an era of expanding interest in the history and life of Pennsylvania. As a contribution toward the development of increased loyalty and attachment to Pennsylvania and its institutions, it is difficult to discover anything more important than placing the State flag in its schoolrooms.

### Radio Programs Win Honors

Three awards for outstanding radio dramatizations in the non-commercial educational class were given to programs of the Office of Education Radio Project.

First award was given to BRAVE NEW WORLD, dramatic radio series, which presented twenty-six chapters of the sweep of Latin-American history. This program was widely known as the "good neighbor" program of the air. The first honors were awarded specifically to the program, "The Little Indian of Mexico," which dramatized Juarez, who freed Mexico from Maximilian.

Honorable mention was given THE WORLD IS YOURS, dramatic education series, presenting weekly the variety of scientific and artistic lore of the Smithsonian Institution. The award was for "The Story of Electricity." The WORLD IS YOURS is presented every Sunday over fifty-seven National Broadcasting Company Red Network stations.

Honorable mention also went to "Christ of the Andes," another of the BRAVE NEW WORLD programs presented over the Columbia Broadcasting System. This program dramatized the erection of a statue of Christ—cast from cannon—high in the Andes on the Argentine-Chilean border as a symbol of friendship between the two republics. This program was also included in a list of five outstanding educational programs of the year.

#### Comment by Commissioner Studebaker

Commenting on the fact that the BRAVE NEW WORLD and THE WORLD IS YOURS programs of the Office of Education took all three awards at the recent radio conference, John W. Studebaker, Commissioner of Education, said today: "The Office of Education has faced many problems during the past three years in its endeavor to experiment and produce the best in non-commercial education by radio. It will continue to explore the rich educational possibilities of radio, making the results of its efforts available to educational institutions, radio stations, and the public generally throughout the country. I am gratified that the Office of Education programs have been singled out for high honors."

### American Education Week Nears

**November 6-12, Dates of Observance  
in 1938**

The eighteenth annual observance of American Education Week will be held November 6-12, 1938. The program, adopted by the National Education Association in cooperation with the other national sponsors—the United States Office of Education and the American Legion, centers around the vital theme "Education for Tomorrow's America."

This great national observance annually results in school visitations on the part of some seven million parents and reaches millions of others with a message of the vast achievements and the significant purposes of public education. Through the press, the radio, and in scores of other ways this great message highlights the permanent, continuing program of educational interpretation of every unit of the school system.

#### Advanced Planning Urged

Planning well in advance is indispensable for an effective observance in November. Plans laid now for an effective observance of American Education Week will result in greater accomplishments than if deferred until fall. An increasing number of local and county school systems are finding that it is desirable to make plans in the spring and summer. This provides ample time for the development and fruition of plans during the early fall. Committees may be appointed by the superintendent or by the local teachers association, or in any other manner deemed best locally.

#### The Program for 1938

The American Education Week Program for 1938 adopted by the three national sponsors of the observance—the National Education Association, the United States Office of Education, and the American Legion—is as follows:

**General Theme—Education for Tomorrow's America**

**Sunday, November 6—Achieving the Golden Rule**

**Monday, November 7—Developing Strong Bodies and Able Minds**

**Tuesday, November 8—Mastering Skills and Knowledge**

**Wednesday, November 9—Attaining Values and Standards**

**Thursday, November 10—Accepting New Civic Responsibilities**

**Friday, November 11—Holding Fast to Our Ideals of Freedom**

**Saturday, November 12—Gaining Security for All**

#### Value of This Week

American Education Week serves as an opportune occasion to begin or to strengthen the program of educational interpretation. It is an invaluable phase of a permanent year-round program of interpretation, although in no sense a substitute for such a program.

During American Education Week there is a national emphasis upon the schools, their problems and achievements, which provides a momentum too valuable for local school systems to miss. Plans may be wisely started now to participate in this great national celebration of our public school system which, since the founding of our democracy, has been recognized as indispensable for a self-governing people.





# School Employees' Retirement Board

**H. H. BAISH, M.A., LL.D.**

*Secretary, School Employees' Retirement System*

**J. Y. SHAMBACH, A.B.**

*Deputy Secretary, School Employees' Retirement System*



## Membership and Annuitants of the School Employees' Retirement System

**J. Y. SHAMBACH**

*Deputy Secretary, School Employees' Retirement Board*

The Pennsylvania Public School Employees' Retirement System includes 81,179 members. It is the largest system including such employees in the United States.

### \$317,000 Monthly Payroll

In July, 1938, the total monthly payroll for superannuation and disability annuitants amounted to \$307,709.01. In addition to this amount a total of \$10,793.04 was paid during that month to former teachers, principals, or superintendents who separated from school service in accordance with the provisions of Section 14-4 of the Retirement Act as amended.

### Who Are Annuitants

A superannuation annuitant is a member who retires for any reason after becoming sixty-two years of age. A disability annuitant is a member who becomes totally incapacitated prior to age sixty-two and who retires temporarily after at least ten years of service because of duly established disability which, in the opinion of an authorized medical inspector, will extend for a period of at least one year. The additional amount paid to teachers, principals, and superintendents who separated from school service prior to July 1, 1919, is authorized and required for those persons over sixty-two years of age who served in such a capacity for at least twenty years, or who have been incapacitated for school work ever since such separation following a fifteen-year period of active service.

There are 3,790 superannuation annuitants, 781 total disability annuitants, and 508 additional annuitants who separated from school service as specified prior to July 1, 1919.

### \$70 Average Monthly Retirement Allowance

The average superannuation annuity amounts to \$846.43, or \$70.53 each of the twelve months of the year. The average age at which superannuation annuitants retire is sixty-five years. At present the ages of superannuation annuitants range from sixty-two years to ninety-six years.

### Options

When a person is about to retire he may select one of several options provided in the law. If a beneficiary is to continue to receive an annuity after the death of the annuitant member, the original annuity is reduced somewhat. Forty-one beneficiaries of deceased members are receiving annuities from the Retirement System.

## Forty Teachers Retire

Forty members of the Retirement System were granted retirement allowances by the School Employees' Retirement Board at a recent meeting. These school employees had rendered service in the public schools of this State for periods ranging from ten to forty-six years.

## State Scholarship Winners Announced

*(Continued from page 15)*

County	Student	Secondary School
McKean	Paul George Krantz	Bradford
Mercer	Herbert Irving Goldstone	Sharon High
Mifflin	Elwood Richard Wray	McVeytown
Monroe	Ruth Katherine Reid	East Stroudsburg
Montgomery	Wallace S. Brey, Jr.	J. H. Landis
Montour	Frank Marion Irving	Danville
Northampton	Mary Elizabeth Birk	Bethlehem H. S.
Northumberland	Robert Blair Bostian	Northumberland Boro
Perry	Martha May Rissinger	Newport Union
Philadelphia		
(First District)	Jonah Brownfain	So. Philadelphia High School
(Second District)	Helen Lieber Wasserman	Phila. High School for Girls
(Third District)	Caroline Zaretsky	William Penn, Phila., Pa.
(Fourth District)	Eleanor Betty Goldblatt	West Philadelphia
(Fifth District)	John Elmer Hall, 3d	Germantown, Phila.
(Sixth District)	Robert Francis Scott	Olney High, Phila.
(Seventh District)	William James Dearden	Olney High, Phila.
(Eighth District)	James Francis Hetrick, Jr.	N. E. Catholic
Pike	August Mario Colaiaco	Matamoras
Potter	Deforest Adelbert Smith	Shinglehouse
Schuylkill	Lawrence Baumfield Myers	Pottsville
Snyder	Dorothy Helen Grossman	Selinsgrove
Somerset	Ruth Carolyn Black	Meyersdale
Sullivan	Joseph Mark Gallagher	Dushore
Susquehanna	Livingston Ellis Cole	New Milford
		Consolidated School
Tioga	Conald Glenn Hulslander	Troy High School
Union	Charles F. Bond	Lewistown H. S.
Venango	Constance A. Black	Franklin High
Warren	John Charles Jones	Youngsville
Washington	Florence Edna Nicholas	Washington
Wayne	Anne Mitchell Lindsay	Honesdale High
Westmoreland	James Moffatt	Greensburg
Wyoming	Edwin Horace Moyer	Tunkhannock H. S.
York	Henry Joseph Schneider	York Catholic High

## PUBLIC WELFARE

Fundamentally the welfare of each citizen, and therefore the welfare of the aggregate of citizens which makes the Nation, must rest upon individual thrift and energy, resolution, and intelligence. Nothing can take the place of this individual capacity; but wise legislation and honest and intelligent administration can give it the fullest scope, the largest opportunity to work to good effect.

—Theodore Roosevelt

## ADULT EDUCATION CONFERENCE October 26-28

The Pennsylvania State Association for Adult Education, cooperating with the Middle Atlantic States Regional Conference on Adult Education, has announced an Adult Education Conference to be held at Temple University, Philadelphia, October 26, 27, 28, 1938.

The theme selected for this conference is "Adult Education and Social Action," emphasizing the responsibilities and cooperative relationships for adult education on the part of Federal, State, and municipal governments, as well as private institutions and organizations.





# Current Education Publications

EUGENE P. BERTIN, M.A.  
Principal Public Information Editor



## RESEARCH CIRCULARS

A new series of research circulars have been initiated by the Department of Public Instruction during the past year. Emanating from the Division of Child Accounting and Research in the Department, each circular presents data and statistics regarding some phase of Public Education. The circulars are 8½ x 11 inches in size, and contain an average of twenty pages.

To date the following subjects have been treated in this manner:

- Circular No. 1—Study of the Attendance of Children in the Public Schools of the Commonwealth.....1937
- Circular No. 2—Salaries of Teachers, Supervisors, and Principals in School Districts of the Commonwealth....1937
- Circular No. 3—Attendance and the Issuing of Farm and Domestic Service Permits in the Public Schools of the Commonwealth .....1937
- Circular No. 4—Achievement of Seniors from Public Secondary Schools of Pennsylvania in the 1937 State Scholarship Examination with Respect to the Size of Enrolment in School Attendance .....1937
- Circular No. 5—Liberalize Expenditures in the School Districts of Pennsylvania .....1938
- Circular No. 6—Salaries of School Employees, 1936-1937 .....1938
- Circular No. 7—Attendance Conditions in the Public Schools of Pennsylvania, 1936-1937 .....1938

## RESEARCH BULLETINS

In addition to the research circulars which are issued periodically throughout the year by the Department, a series of research bulletins, somewhat more extended in size, are prepared from time to time by the Division of Child Accounting and Research in the Department. These research bulletins are 6 x 9 inches in size and contain from thirty to fifty pages on data on various phases of Public Education in Pennsylvania. During the past two years three of these have been developed, as follows:

- Research Bulletin No. 14—Attendance in Public and Private Schools, 1925-1935 .....1937
- Research Bulletin No. 15—Public School Finances, 1932-1935 .....1937
- Research Bulletin No. 16—An Inventory of Educational Conditions in Pennsylvania as Revealed by Age-Grade Studies, 1925-1935 .....1937

### Annual Education Congress

October 4 and 5  
Education Building  
Harrisburg, Pennsylvania  
Opening Session Begins at 10 a. m.  
Tuesday, October 4

## Advisory Committee Completes National Youth Administration Study

### Eighteen Other Vital Publications in Progress

The Advisory Committee on Education has announced the publication of a report on the National Youth Administration.

Through the extension of educational opportunities to the underprivileged, the Youth Administration has uncovered a reservoir of competent youth desirous of continued education for whom almost no provision has been made in the past. It has demonstrated the possibility of providing educational opportunities at small cost which have proved of considerable advantage to the youth and to the institutions involved. It has also increased school and college enrolments by 300,000 to 400,000 without sacrificing quality to quantity.

### Nineteen Studies in Process

The National Youth Administration Study just described is only one of a series of similar projects in progress. It is expected that a total of nineteen staff studies will be published by the Advisory Committee on Education. These studies were prepared originally during the summer and fall of 1937 for consideration by the Committee before preparation of its report to the President. The statements and conclusions contained in the various studies are those of the authors, and do not necessarily conform to those which the Committee has expressed in its own report.

The complete list of studies to be published by the Advisory Committee on Education is as follows:

1. Education in the Forty-eight States. Payson Smith, Frank W. Wright, and associates
2. Organization and Administration of Public Education. Walter D. Cocking and Charles H. Gilmore
3. State Personnel Administration: With Special Reference to Departments of Education. Katherine A. Frederic
4. Expenditures and Sources of Revenue for Public Education. Clarence Heer
5. Principles and Methods of Distributing Federal Aid for Education. Paul R. Mort, Eugene S. Lawler, and associates
6. The Extent of Equalization Secured Through State School Funds. Newton Edwards and Herman G. Richey
7. Selected Legal Problems in Providing Federal Aid for Education. Robert R. Hamilton
8. Vocational Education. John Dale Russell and associates
9. Vocational Rehabilitation of the Physically Disabled. Lloyd E. Blauch
10. The Land-Grant Colleges. George A. Works and Barton Morgan

11. Library Service. Carlton B. Joeckel
12. Special Problems of Negro Education. D. A. Wilkerson
13. The National Youth Administration. Palmer O. Johnson and Oswald L. Harvey
14. Educational Activities of the Works Progress Administration. Doak S. Campbell, Frederick H. Bair, and Oswald L. Harvey
15. Public Education in the District of Columbia. Lloyd E. Blauch and J. Orin Powers
16. Public Education in the Territories and Outlying Possessions. Lloyd E. Blauch
17. Education of Children on Federal Reservations. Lloyd E. Blauch and William L. Iverson
18. Educational Service for Indians. Lloyd E. Blauch
19. Research in the United States Office of Education. Charles H. Judd

### Schedule of Publication Deliveries

The Committee has announced the following tentative publication schedule for the studies not yet issued: September, Studies Nos. 11, 15, 9, and 2, probably in that order; October, Studies Nos. 7, 8, 14, 5, 6, and 17; November, Studies Nos. 4, 10, 19, 1, and 16; and December, Studies Nos. 3, 12, and 18. This schedule is only approximate and is subject to change, but every effort will be made to have all studies issued by the end of December, 1938.

The studies will range in length from about fifty to 300 pages, and will be printed in the same type and format as the Report of the Advisory Committee on Education.

### To Procure Copies

Upon publication copies of the studies may be procured from the Superintendent of Documents, United States Government Printing Office.

## EDUCATIONAL PERIODICALS

### Rural Education

Among the periodicals dealing with the rural education aspect of education are the following:

1. AGRICULTURAL EDUCATION  
University of West Virginia  
Morgantown, West Virginia
2. BULLETIN OF THE DEPARTMENT OF RURAL EDUCATION  
1201 Sixteenth Street N. W.  
Washington, D. C.
3. COUNTRY TEACHER  
Altamont, Illinois
4. GREANER  
Kansas State Teachers College  
Pittsburg, Kansas
5. RURAL AMERICA  
105 East 22nd Street  
New York, N. Y.



# ANNIVERSARIES

## THEODORE ROOSEVELT DAY

Thursday, October 27, 1938

Thursday, October 27, 1938, marks the eightieth anniversary of the birthday of Theodore Roosevelt, the twenty-fifth President of the United States. This great American whose career was characterized more by action than by word, earned an eminent reputation as statesman, scientist, historian, soldier, and sportsman during a lifetime of little more than three score years.

By his indomitable will and dynamic energy, Theodore Roosevelt not only established himself as a world citizen but to a large degree placed America in the position of a world power. With earnest fortitude and physical vigor he fought for the interests of the common people and proved an invincible enemy of special privileges. His strong leadership and illustrious example gave new hope to American citizens.

## NAVY DAY

Thursday, October 27, 1938

Navy Day was inaugurated in 1933 by the Navy League of the United States and its observance is sponsored annually by the League.

October 27 was selected because it is the anniversary of the birth of President Theodore Roosevelt, so much of whose life was devoted to establishing a sound naval policy for the United States of America. It will be remembered that President Roosevelt first achieved a national reputation by writing a naval history of the War of 1812, a work of such merit that it was incorporated into Clowe's Royal Navy, a monumental history of the British Sea Service. Later, as Assistant Secretary of the Navy, and finally as President, Roosevelt bent his tremendous energies to impress upon the American people the necessity for an adequate Navy, and endeavored through this leadership to realize this ideal.

October is also the month in which the American Navy was founded in 1775 by the Continental Congress.

The public utterances of our United States Presidents reveal the importance attached to this branch of our National Government:

To be prepared for war is one of the most effectual means of preserving peace.—*George Washington, 1790.*

Naval power is the natural defense of the United States.—*John Adams, 1797.*

We shall more certainly preserve peace when it is well understood that we are prepared for war.—*Andrew Jackson, 1837.*

The work of upbuilding the Navy must be steadily continued.—*Theodore Roosevelt, 1901.*

Any future treaty of limitation will call on us for more ships. We should enter on no competition. We should refrain from no needful program.—*Calvin Coolidge, 1923.*

We are fortunate in having a Navy with long, high spirited traditions. The nation has reason for confidence in its ability.—*Herbert Hoover, 1931.*

From the very beginning of our national life, the Navy has always been, and justly deserves to be, an object of special pride to the American people.—*Franklin D. Roosevelt, 1931.*

## PENN DAY

Monday, October 24, 1938

October 24, 1938, marks the 294th anniversary of the birth of William Penn, founder, proprietor, and first governor of Pennsylvania. The simple honesty of his personality, as well as the immeasurable contribution he made to the development of the Commonwealth, will be fittingly recognized by the public schools and citizenry.

Imbued with a strong religious spirit himself, William Penn was considerably ahead of the time in promoting religious tolerance, in recognizing the rise of the common man, and in practicing the principles of democracy. Moreover, he was almost 200 years in advance of those who established the League of Nations, for Penn was convinced in his day that nations, like families, could settle their disputes without war.

The following maxims emanating from his worthy personality reflects his philosophy of living, and may serve as the basis for studying and imitating his excellent qualities:

Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation but to be understood.

Whereas the greatest understandings doubt most, are readiest to learn, and least pleased with themselves.

For though they stand on higher ground and so see farther than their neighbors, they are yet humbled by the prospect, since it shows them something so much higher and above their reach.

Nor can we expect to be heard of God in our prayers that turn the deaf ear to the petitions of the distressed among our fellow creatures.

Never marry but for love, but be sure that thou lovest what is lovely.

Humility and knowledge in poor clothes excel pride and ignorance in costly attire.

It is wise not to seek a secret and honest not to reveal one.

Those things are unfit for use that cannot bear small knocks without breaking.

Eat therefore to live and do not live to eat.

Neither despise nor oppose what thou dost not understand.

If thou thinkest twice before thou speakest once thou wilt be twice the better for it.

A wise man makes what he learns his own, the other shows he is but a copy or a collection at most.

Governments, like clocks, go from the motion men give them, and as governments are made and moved by men, so by them they are ruined, too. Wherefore, governments rather depend upon men than men upon governments.

Each of us has not only his duty to himself, his family, and his neighbors, but his duty to the State and to the Nation. We are in honor bound each to strive according to his or her strength to bring ever nearer the day when justice and wisdom shall obtain in public life as in private life. We cannot retain the full measure of our self-respect if we cannot retain pride in our citizenship.

—Theodore Roosevelt

## GENERAL PULASKI DAY

Tuesday, October 11, 1938

GENERAL CASIMIR PULASKI was a Polish patriot and Revolutionary soldier whose career was filled with disaster and bitter disappointment. Born about 1748, he had joined in an active rebellion to combat the foreign domination of Poland before he was twenty. This venture for Liberty having failed and his estate having been confiscated, General Pulaski fled to Turkey where his ardent devotion to Freedom incited him to arouse Turkey against Russia. Again defeated in his efforts but still unsubdued and undaunted in spirit, General Pulaski went to Paris where he met Benjamin Franklin who was there on a mission for the American Government. Moved by the General's devotion to Liberty, Franklin directed his efforts and enthusiasm to the cause of the American Revolution.

In America General Pulaski was under the command of George Washington who, finding him ready and experienced in military affairs, placed him at the head of all the Cavalry of the American forces. In this position General Pulaski served America at Trenton, Brandywine, and other strategic positions in the Revolutionary War. He scouted for supplies for the starving troops at Valley Forge and proved his loyalty to the American cause in many other ways, dying from a bullet wound received in combat on October 11, 1779. What he was unable to do for his native country, Poland, he succeeded in accomplishing for America.

## COLUMBUS DAY

Wednesday, October 12, 1938

Numerous aspects of the career of Columbus are worthy of emulation on the part of children and youth of our Commonwealth. Born into a home of modest means, Columbus found it necessary to avail himself of every possible opportunity for self-help. Accordingly, the little astronomy, mathematics, and geography which he learned at school he turned into immediate practical use. He applied his new knowledge in the art of map making and missed no chance to watch the unknown ships come and go in the harbor at Genoa. He listened attentively to the tales of sailors and frequently asked questions that helped him understand their problems and their methods. By the age of fourteen, Columbus had become a sailor himself and set his heart upon a career of navigation. This singleness of purpose engendered courage in the face of almost unsurmountable obstacles and made him ready to sacrifice personal comforts in order to achieve his visionary goal.

## AN IDEAL MAN

"And for generations to come, when the instructors of youth shall endeavor to describe the perfect, all-rounded, pure and unselfish citizen of the Republic, the personification of Americanism—nay, let me go still further and say, when they would depict an ideal man—they will speak in glowing admiration and widening wonder of Theodore Roosevelt."

—James S. Stone